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ABSTRACT

These course materials, designed to be used with students in the 11th and 12th grades and for adult students, are intended to provide basic knowledge of family life and adult living. The one-semester home economics course focuses on basic marriage and family skills, life choices, parenthood, and family changes. The guide contains 4 sections and 10 units of instruction. Each unit includes some or all of eight basic components: performance objectives, suggested activities for the teacher, information sheets, assignment sheets, job sheets, transparency masters, tests, and answers to tests and assignment sheets. All of the unit components focus on measurable and observable learning outcomes. Units of instruction are designed for use in more than one lesson or class period. The following topics are covered in this course: basic marriage and family skills (including communications and personal decisions), life choices, parenthood (single parenting and parenting skills), and family changes (family life, crisis management, divorce, aging, and death and dying. (KC)

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# VOCATIONAL HOME ECONOMICS

## Marriage and Family Life

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FUTURE HOMEMAKERS OF AMERICA
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HERO
TOWARD NEW HORIZONS

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# Marriage and Family Life

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**Oklahoma State Board of Vocational and Technical Education**
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1984

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## MARRIAGE AND FAMILY LIFE

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# FOREWORD

We believe that the most effective way to improve vocational education is through the development and utilization of a good, sound instructional materials delivery system. We feel that *Marriage and Family Life* will improve program uniformity, set minimum program standards, and provide a means for higher levels of student and teacher accountability.

*Marriage and Family Life* is primarily designed for students in the eleventh and twelfth grades and for adult students. This in-depth study is designed to provide basic knowledge of family life and adult living. In *Marriage and Family Life* attention is focused on basic marriage and family skills, life choices, parenthood, and family changes.

The instructional materials in *Marriage and Family Life* are developed for use in a one-semester vocational home economics program. It is believed that this in-depth curriculum will afford each home economics teacher an opportunity to increase the student's skills in developing meaningful relationships with the people in which he or she comes in contact. It is our belief that the total vocational home economics program will become more effective through the use of these materials.

Francis Tuttle, Director
State Department of Vocational
and Technical Education

Joyce Thompson, State Supervisor
Home Economics Education Division
State Department of Vocational
and Technical Education

# PREFACE

Regardless of the life-style a person chooses, relationships with other people will be a part of his or her everyday life. People have relationships with family members, peers, employers, friends, colleagues, and authority figures. Satisfaction with life often depends on the quality of a person's relationship with these people.

*Marriage and Family Life* is intended to serve as the basic core from which students gain the knowledge to develop relationships effectively. The vocational home economics teacher should supplement, motivate, localize, and personalize the units of instruction contained within this guide to meet each learning situation. While some units of instruction will have immediate benefits, others will have long-range benefits.

Because students are faced with a changing world and a bewildering array of decisions, it is hoped that this guide will provide them with the skills and knowledge to make decisions that are workable to them.

Donna Kates
Home Economics Curriculum
Specialist

# ACKNOWLEDGMENTS

Appreciation is expressed to the many individuals who contributed their time, talent, and knowledge to this publication in the area of marriage and family life.

Special thanks is expressed to the following people for their technical input.

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This curriculum guide was also reviewed by the following people. Special recognition is expressed to them.

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Special appreciation is offered to my many co-workers who worked diligently throughout the production phase to prepare the camera-ready copy for the printing department. First, to my secretary, Angela DeVilbiss, for her assistance in typing the units and to Marsha Sneed for preparing the units for committee review. Thank-you goes also to Terri Barnes, Publications Specialist, and editors Terra McCluskey, Susan Walker, Jerry Weir, Sue Buck, and Sue Feasley for their expertise and dedication while completing the many editing tasks. For the skillful execution of typing all manuscripts included in this production, credit is due to the typesetters working in the Communications Center under the direction of Jenny Fowler: Dona Landreth, Gari Sha Robinson, Allison McLaughlin, Rose Primeaux, and Barbie Pritchard. Art work throughout this publication was enthusiastically completed by Kathryn Hansen and Nancy Hilley, and the photographs were taken by Dana Cole.

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# USE OF THIS PUBLICATION

**Instructional Units**

*Marriage and Family Life* contains four sections and ten units of instruction. The format used by the Oklahoma CIMC includes eight basic components that form a unit: performance objectives, suggested activities for the teacher, information sheets, assignment sheets, job sheets, transparency masters, tests, and answers to tests and assignment sheets. Depending on the specific objectives, there may or may not be transparency masters, assignment sheets, and job sheets included in the unit of instruction.

All of the unit components "zero in" on measurable and observable learning outcomes. Teachers are encouraged to supplement, personalize, localize, and motivate with these materials in order to develop a complete teaching/learning process.

Units of instruction are designed for use in more than one lesson or class period of instruction. Careful study of each unit of instruction by the teacher will help him or her determine the following:

A. Amount of material that can be covered in each class period
B. Skills that must be demonstrated
    1. Supplies and equipment needed
    2. Amount of practice needed
    3. Amount of class time needed for demonstrations
C. Supplementary materials, such as pamphlets and filmstrips, that must be ordered
D. Resource people who must be contacted

**Performance Objectives** (white pages)

Each unit of instruction is based on the performance needed for successful employment in an occupational area. Performance objectives are stated in two forms: unit objectives, stating the subject matter to be covered in a unit of instruction, and specific objectives, stating the student performance necessary to reach the unit objective.

The objectives should be provided for students and stressed throughout the teaching/learning process. This will help answer any questions concerning performance requirements for each instructional unit. The objectives can also help determine teaching strategies and instructional methods. Prepare for each unit by deciding how each objective can best be taught.

The objective sheet may also be used as a quick pretest to determine students' prior knowledge and to determine whether further study or activities are necessary. Teachers should feel free to modify, delete, or add objectives in order to meet the needs of the students and community. When changes in objectives are made, the teacher should remember to supply the needed information, assignment, and/or job sheets, and criterion test items.

**Suggested Activities** (pink pages)

This component is included only in teacher material. The suggested activities page assists teachers during the preparation stage of the teaching/learning process by providing suggestions for delivery and/or presentation during the instructional process. Read the suggested activities before teaching the units to allow time to obtain supplemental materials, prepare audiovisual materials, and contact outside resources. Duties of the teacher will vary according to the particular unit.

The references that are listed are ones used in the development of each unit. They should be used by the teacher to supplement her or his knowledge of the subject area or to help students with particular interests or occupational objectives in the area covered.

**Transparency Masters** (pink pages)

Transparency masters provide information in a special way. Transparencies direct the class's attention to the topic of discussion. Transparencies may present new information, or they may reinforce information presented in the information sheet. They are particularly effective when identification is necessary. Make transparencies and place them in the notebook where they will be immediately available for use.

**Information Sheet** (green pages)

The information sheet provides "must know" content essential for meeting the cognitive (knowledge level) objectives of the unit. The information is written in a topical outline form and is keyed to the specific objectives.

Teachers will find that the information sheet serves as an excellent guide for presenting background knowledge necessary to develop the skills specified in the unit objective. The information sheet may also be used for coordination activities and advisory committees.

Students should read the information sheet before the information is discussed in class. Space is provided in margins for students and teachers to add notes that supplement, localize, personalize, or provide motivation for each unit.

**Assignment Sheets** (brown pages)

Assignment sheets give students a chance at problem solving, self-assessment, and/or practical experience with the information. They assist students in the application of knowledges that are necessary prerequisites to skill development. These may be given to the student for completion in class or used for homework assignments. Answer sheets are provided when appropriate and can be used by the student and/or teacher for checking student progress.

**Job Sheets** (blue pages)

Job sheets are another important segment of a unit of instruction. The job sheets provide a list of equipment, tools, and materials needed to complete a manipulative or psychomotor skill. They describe a step-by-step procedure needed to complete each task or job. Diagrams, photographs, and illustrations are provided to assist students in achieving the skill.

Instruments in job sheets are not in order of use. This should be taught in the classroom. In this way, students will not depend entirely on job sheets for instrument setup.

A teacher should demonstrate to students the procedures outlined in each job sheet. Furthermore, the teacher needs to localize the job sheet according to the equipment and supplies available in the local lab or shop situation. Job sheets also furnish potential employers with a picture of the skills being taught and the performances they might reasonably expect from a person who has had this vocational instruction.

**Tests** (yellow pages)

This component provides criterion-referenced evaluation of every objective listed in the unit of instruction. It is crucial to note that both paper/pencil and performance objectives must be evaluated.

The tests may be written or oral. It is recommended that the tests be divided into shorter tests covering three or four objectives at a time and given soon after those objectives have been covered. A selection of questions from the units covered may be used for final tests at the end of each term if desired. If objectives have been added, deleted, or modified, be sure to make the changes on the test.

The acceptable response on a unit test, 85 percent in most units, may be raised or lowered to fit the topic or students' ability levels. The percentage applies to the overall score, not to each individual question. The final unit grade should be obtained by using the paper/pencil score along with evaluations of student demonstrations of the desired skills.

**Answers to Test and Assignment Sheets** (pink pages)

These components are designed to assist the teacher in evaluation of student performances.

**Page Numbering**

Each publication from the Curriculum and Instructional Materials Center is assigned a specific abbreviation. For example, *Marriage and Family Life* has been abbreviated MF. The units are numbered consecutively within each section. An example of a page number is MF-1-A. Since CIMC publications are loose leaf, this system of page numbering was adopted so that pages from different manuals would not get mixed up.

**Methods of Disseminating Material**

Material may be given out a unit or page at a time to keep the material before the student always new. Some teachers ask students to furnish a three-ring binder for the units. This is convenient for taking the materials home to study. Upon completion, each unit is then placed in a larger binder. The large binders may be purchased at cost from the CIMC. Some teachers store the materials by units in filing cabinets or boxes until needed. All the units may be given out at once if desired.

For best results, provide student materials for each student. Student materials contain everything but the test answers, answers to assignment sheets, and suggested activities. All tests are collated at the back of student material and should be removed and stored until needed. Students should be allowed to take their materials home at the end of the year.

**Teaching Methods**

It is a challenge to keep students motivated. Supplement the objectives by providing the "why," personal experiences, and current information. Prepare for each unit by deciding how each objective can best be taught. Allow students to become involved in preparing and planning.

**Competency Profiles**

Competency profiles are folders used to document student performance. The profile contains a list of the specific job competencies that should be achieved prior to leaving the training program.

# CORRECTIONS AND SUGGESTIONS

The Curriculum and Instructional Materials Center wants to provide vocational instructors and students with materials that are accurate and effective. Although the Center strives to maintain the highest standards of development and production, oversights occasionally do occur. If you find any errors in this or other CIMC publications, or have suggestions for improving their usefulness in vocational programs, please notify the CIMC staff. One easy way of pointing out errors is to make a photocopy of the affected page and to indicate the correction on the copy. You can then mail the information to the CIMC, where it will be used to correct the publication before the materials are reprinted.

To ensure that the material is updated on a timely basis, it is important that you notify the Center of necessary corrections as soon as possible after discovering the error. Do not assume that someone else will notice the error and inform the CIMC; other users may be making the same assumption. Please send corrections and recommendations for improving this publication to the following address:

Assistant Coordinator for Development
Curriculum and Instructional Materials Center
Oklahoma State Department of Vocational and
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Stillwater, Oklahoma 74074

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# COMMUNICATIONS
# UNIT I

## UNIT OBJECTIVE

After completing this unit, the student should be able to use communication skills effectively. The student will show this knowledge by completing the assignment sheets and unit test with a minimum score of 85 percent.

## SPECIFIC OBJECTIVES

After completing this unit, the student should be able to

1. Define *communication*.
2. Match terms associated with communications to their correct definitions.
3. List purposes of communication.
4. Arrange in order levels of communication.
5. List elements of communication.
6. Define destructive and constructive communication.
7. Distinguish between verbal and nonverbal methods of communication.
8. Match communication techniques to their correct descriptions.
9. Distinguish between gestures that promote positive communication and gestures that promote negative communication.
10. List causes of communication problems.
11. List results of poor communication skills.
12. State ways to overcome communication problems.
13. Select from a list ways to improve communication.
14. Select from a list constructive ways to argue.
15. Respond to statements about communication.
16. Form opinions about communication's place in relationships.
17. Rate personal emotional expressions.

## OBJECTIVE SHEET

18. Make a record of positive and negative communication signals.
19. Respond with "I" messages.
20. Rate personal communication skills.

# COMMUNICATIONS
## UNIT I

## SUGGESTED ACTIVITIES

I. Unit contents

- A. Objective sheet
- B. Suggested activities
- C. Transparency masters
    1. TM #1 — Two-Way Conversation
    2. TM #2 — Feedback
    3. TM #3 — Empathy
    4. TM #4 — One Can Communicate Without Using Words
    5. TM #5 — Communicating
- D. Assignment sheets
    1. Assignment Sheet #1 — Respond to Statements about Communication
    2. Assignment Sheet #2 — Form Opinions about Communication's Place in Relationships
    3. Assignment Sheet #3 — Rate Personal Emotional Expressions
    4. Assignment Sheet #4 — Make a Record of Positive and Negative Communication Signals
    5. Assignment Sheet #5 — Respond with "I" Messages
    6. Assignment Sheet #6 — Rate Personal Communication Skills
- E. Answers to assignment sheets
- F. Test
- G. Answers to test

## SUGGESTED ACTIVITIES

II. Instructor's guide

  A. Order materials to supplement unit.

    1. Books

      a. Calero, Henry H., and Gerald I. Nierenberg. *Meta-Talk.* New York: Cornerstone Library, 1973.

      b. Faber, Adele, and Elaine Mazlish. *How to Talk So Kids Will Listen, and Listen So Kids Will Talk.* New York: Avon Books, 1982.

    2. Slide tape presentation — *Personal Communication: Jester, Expressions and Body English.* Color slides and audio cassette, 30 minutes, Center for Humanity, Inc., 1975. Available from Center for Humanity, Inc., 2 Holland Avenue, White Plains, New York 10603.

  B. Provide students with objective sheet.

  C. Discuss unit and specific objectives. Introduce unit with definition of communication in Section I of Information Sheet. Use Transparency #1 and Assignment Sheet #1.

SUGGESTIONS:

- Prepare bulletin board with title, "How Do You Listen?" Using construction paper, make pictures of a funnel, a sponge, a strainer, and a sifter, or use actual items. Beside each picture or object, attach the following labels:

  Funnel: Do messages go in one ear and out the other?

  Sponge: Do you soak up everything?

  Strainer: Do you keep unimportant messages?

  Sifter: Do you sift out the important from the unimportant?

- Provide each student with a lemon and a partner. Each student is to examine his or her lemon in detail and describe it to the partner. The lemons are then collected and mixed together. Students are then asked to find their partner's lemon. Their ability to do so may demonstrate how good the partner's communication was.

- Write on chalkboard or bulletin board quotations that capture student interest in the subject of communication.

  EXAMPLES: "One of the best ways to persuade others is with your ears—by listening to them."

  *Dean Rusk*

## SUGGESTED ACTIVITIES

> "The reason why we have two ears and only one mouth is that we may listen the more and talk the less."
>
> *Zeno of Citium (300 B.C.)*

> "I don't know what I've said until I've heard the response to it."
>
> *Norbert Wiener*

> "A gossip is one who talks to you about others; a bore is one who talks to you about himself; and a brilliant conversationalist is one who talks to you about yourself."
>
> *Lisa Kirk*

- Display and discuss posters dealing with communication.
- Allow students to view slide-tape presentation *Personal Communication.*

D. Discuss information and assignment sheets.

1. Reinforce the importance of words used throughout unit by using Section II of Information Sheet and Transparencies #2 and #3.
2. Combine Information Sheet, Sections III through V, Transparencies #2 and #3, and Assignment Sheet #2 to help students form opinions of communication's place in building effective relationships.

(NOTE: It may not be possible for all students to imagine visual images when doing Assignment Sheet #2.)

SUGGESTIONS:

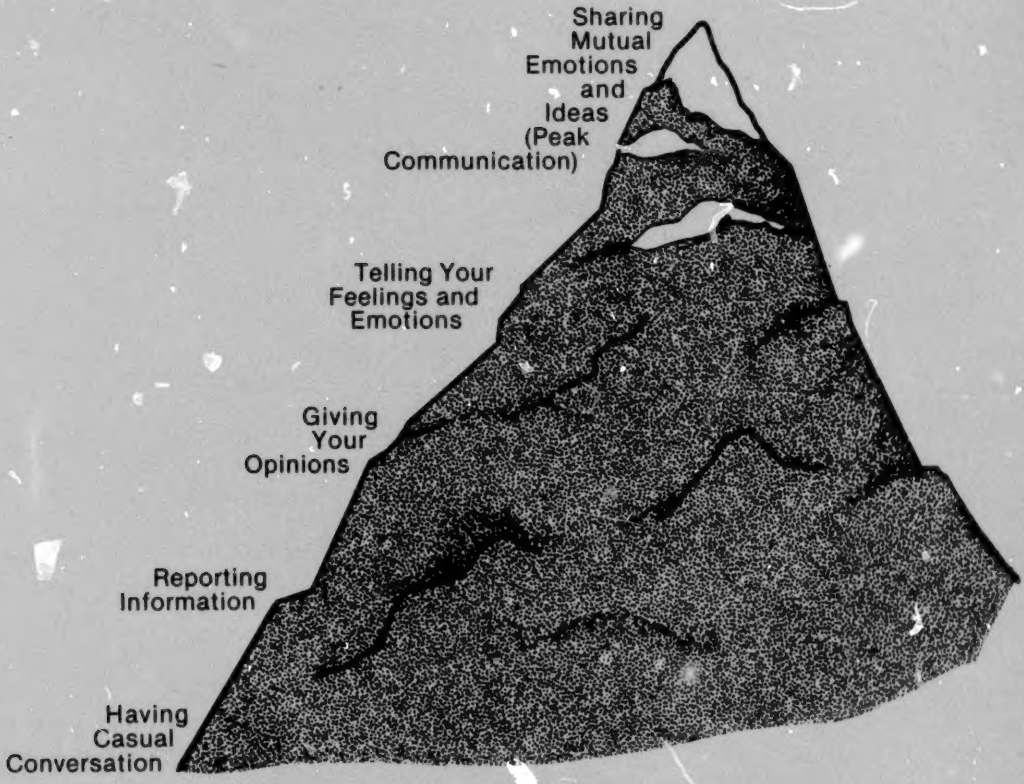
- Have students think back to conversations they had or heard in the hall before your class began. Were the primary purposes of the conversations to furnish knowledge, to provide information, or to be social?
- Ask students to remember again those conversations before class: Did people seem to be actually telling about themselves in their conversation? How much was "small talk," role playing, seeking to impress, or saying what the person felt ought to be said? On what level was most of the talk? Have students give examples of what they heard.

SUGGESTED ACTIVITIES

- Make bulletin board with title, "How High Have You Climbed?" Ask students to recall which elements of communication in Information Sheet, Section IV were apparent in conversations heard.

EXAMPLE:

**How High Have You Climbed?**


Sharing Mutual Emotions and Ideas (Peak Communication)
Telling Your Feelings and Emotions
Giving Your Opinions
Reporting Information
Having Casual Conversation

## SUGGESTED ACTIVITIES

3. Introduce students to the two basic types of communication by using Information Sheet, Section VI and Assignment Sheet #3.

SUGGESTIONS:

- Have students role play the following situations. Each situation should be role played with each pattern of communication.

  Parent and child talking about the child's poor grades.

  A female who wants to break off a steady dating relationship that the male wishes to maintain.

  Two friends making plans for a holiday from school. They want to spend the day together but cannot agree on what to do.

- After the role playing is complete, discuss the effectiveness of each communication pattern. Which pattern seemed to make the people feel better about themselves and the situation? Which pattern did the role players enjoy the most? Least? Why?

4. Use Information Sheet, Sections VII and VIII to introduce methods and techniques that affect communication.

SUGGESTIONS:

- Before class, prepare six geometric designs on large separate sheets of paper. These can be simple combinations of circles, lines, triangles, or squares. Provide each student with three sheets of paper. Divide the students into pairs. Have one partner sit facing away from the area of the room where one design is on display. The second partner is to describe the design to the first partner who attempts to draw it without seeing the design or asking clarifying questions. The person who is describing the design cannot look at how the partner is carrying out instructions. Thus neither partner can give nor receive feedback. When the drawing is complete, have partners exchange roles, using the second design you prepared. How accurate were these drawings? How good was communication?

- Next, repeat the procedure with a new design. This time, allow the person drawing the design to ask clarifying questions. As before, the person describing the design does not look at how the partner is drawing the design. Again, reverse roles with the fourth design. Were these drawings more accurate than the first?

## SUGGESTED ACTIVITIES

- Finally, using the fifth design, allow the person describing the design to look at the other's drawing. Students can communicate with words and gestures, such as pointing or drawing in the air. Again, have students switch roles for the sixth design. Were these drawings the best of the three sets? Did students find it easier to communicate accurately when the number of communication modes was increased? How much difference did verbal and nonverbal feedback make?

- Have students collect and number eight to ten pictures of people expressing some emotion. Pass the pictures around to students. Ask them to identify the emotion shown and write it on a piece of paper beside the appropriate number. In addition, have students briefly describe how each emotion pictured affects them. When all students have seen the pictures, compare their answers. Were the emotions interpreted the same by most students? How similar were students' reactions to the emotions?

5. Illustrate the power of nonverbal communication techniques by using Information Sheet, Section XI, Transparency #4, and Assignment Sheet #4.

SUGGESTIONS:

- Divide students into small groups and give each group one of the sentences below. Have each student in each group say the sentence expressing the following emotions: excitement, irritation, anger, fear, indifference, amusement, and happiness.

  The teacher asked me to stay after school.

  John (or Joan) and I are going to the dance together.

  My brother got a car of his own over the weekend.

  My mother starts a new job on Monday.

  We're moving to a new apartment next month.

  I'm going to the vocational school next year.

- Make a bulletin board titled, "What Nonverbal Messages are These People Sending?" Place on the bulletin board pictures of people of various ages, races, and both sexes who are sending nonverbal messages. After the bulletin board has been up for a few days, ask students what messages they "received" from the pictures. Compare students' answers, and discuss why different students received different messages.

## SUGGESTED ACTIVITIES

6. Combine Information Sheet, Sections X through XII to emphasize when, why, and under what circumstances people have communication breakdowns and problems.

SUGGESTIONS:

- Use Transparency #5 to initiate discussion.
- Use Supplement #1, "Listening Skills Activity," to demonstrate the importance of listening. You may want to make copies of the rating section of the supplement to distribute to students.
- Divide students into pairs. Have one partner begin by telling a story of something that happened to him or her recently. The second partner attempts to interrupt the story by asking questions, making comments, or asking for further explanation of some statement. After three minutes, have students exchange roles.
- When students are finished, discuss the activity with them. How did partners feel about each other after the activity? Did students find it frustrating to be continually interrupted? Did they find it easy or hard to interrupt frequently? Do students consider interrupting to be a serious communication problem? Why? What would happen to communication if interrupting could be eliminated?

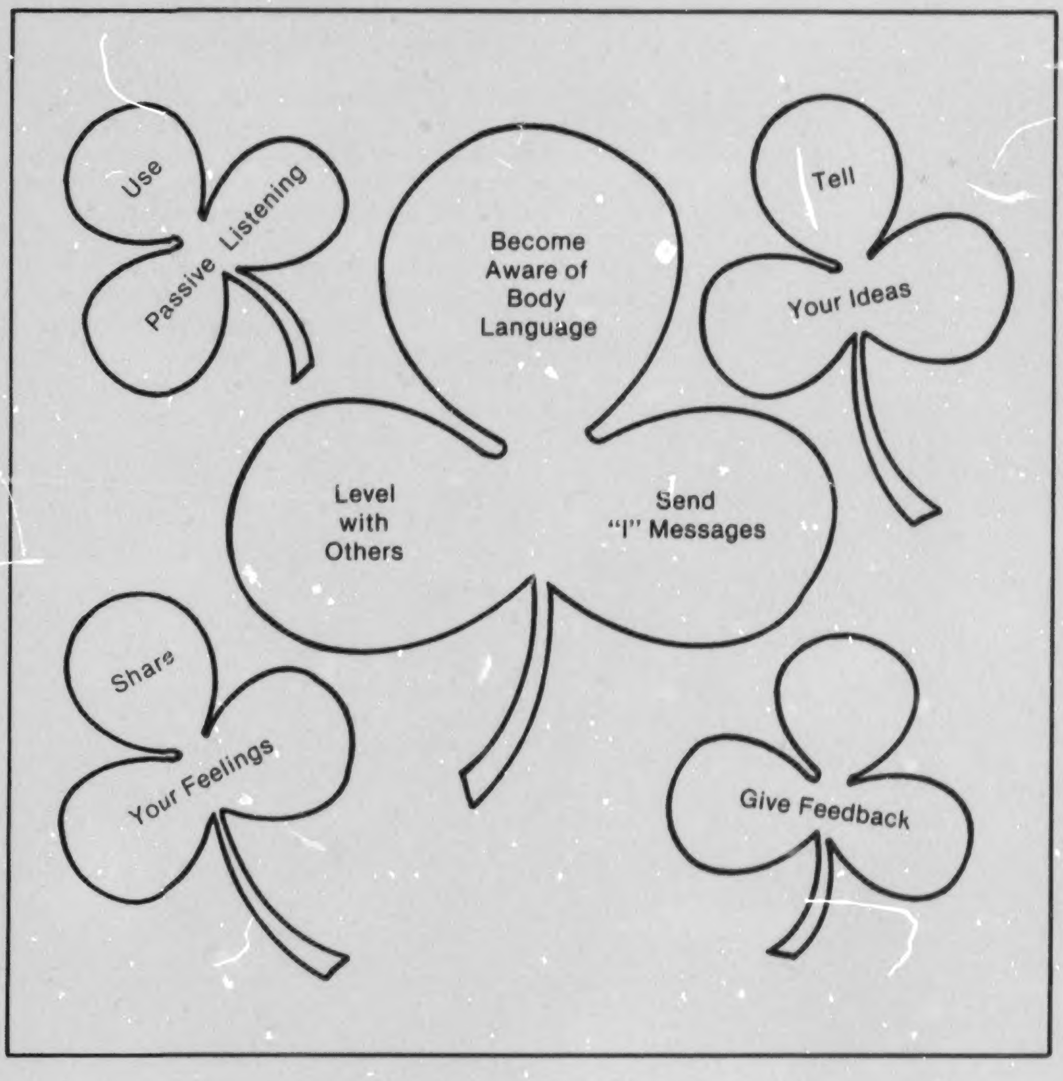
## SUGGESTED ACTIVITIES

7. Use Information Sheet, Sections XIII and XIV, and Assignment Sheets #5 and #6 to help students improve communication skills.

SUGGESTION:

- Make bulletin board entitled "Good Communication is More Than Luck." Write skills that enhance communication.

EXAMPLE:


Use
Passive Listening
Become Aware of Body Language
Tell
Your Ideas
Level with Others
Send "I" Messages
Share
Your Feelings
Give Feedback

## SUGGESTED ACTIVITIES

E. Give test.

F. Reteach if necessary.

III. Unit references

A. Matthews, Wayne. *Decisions, Communication and Conflict.* Oklahoma State University Extention Facts, No. T2217. Stillwater, Oklahoma: Oklahoma State University, 1983.

B. Nelson, Frank. *Distributive Education II.* Stillwater, Oklahoma: Oklahoma State Department of Vocational and Technical Education, 1976.

C. Rogers, Helen V., and Ann Benson. *Practical Nursing I,* rev. by Jamse Reid Sloan. Stillwater, Oklahoma: Oklahoma State Department of Vocational and Technical Education, 1981.

D. Sasse, Connie R. *Person to Person.* Peoria, Illinois: Chas. A. Bennett Co., Inc., 1978.

E. Satir, Virginia. *Peoplemaking.* Palo Alto, California: Science and Behavior Books, Inc., 1976.

## SUGGESTED ACTIVITIES

### SUPPLEMENT #1 — LISTENING SKILLS ACTIVITY

A. Divide students into two groups.

B. Have one small group form an inner circle with the second group becoming an outer circle.

C. Ask students in the inner circle to discuss examples from their experiences of when "actions spoke louder than words."

D. While the inner group is discussing, have the outer group observe the listening skills of inner-circle members.

E. Using the following listening scale, have outer-circle members rate at least three inner-circle members. ( This rating can be done by name or anonymously, depending on your evaluation of the group's maturity.)

**Rating**

1 — Does not listen to speaker; is absorbed in thoughts of own

2 — Contributes to discussion, but gives no indication of having heard others' comments

3 — Sends nonverbal messages, such as eye contact or a head nod, to show that what was being said was being heard

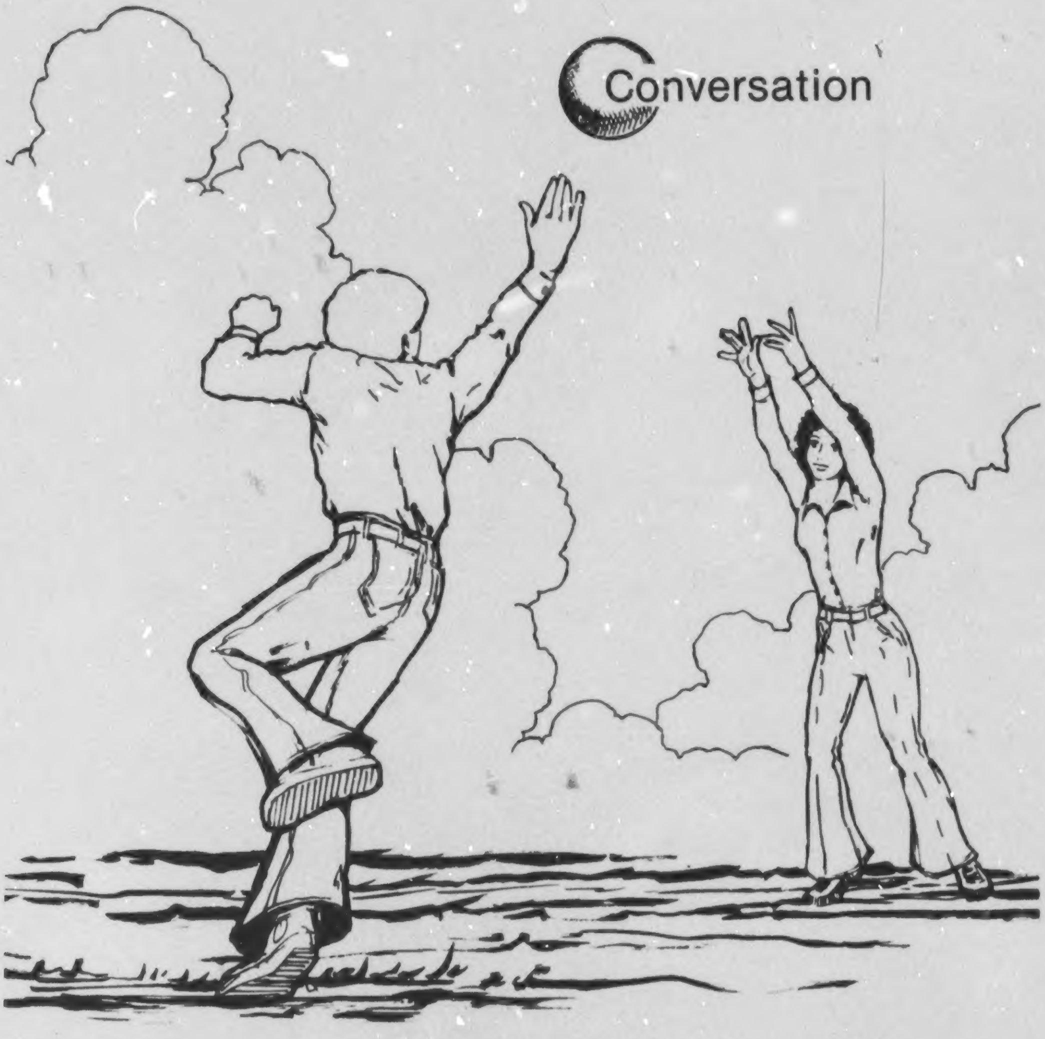
4 — Accurately refers to other speaker's comments in making statements of own

5 — Shows by comments that he or she understands the feelings behind others' comments; responds without judging the others

F. After a few minutes, have the groups exchange roles: the new outer circle will rate the new inner circle.

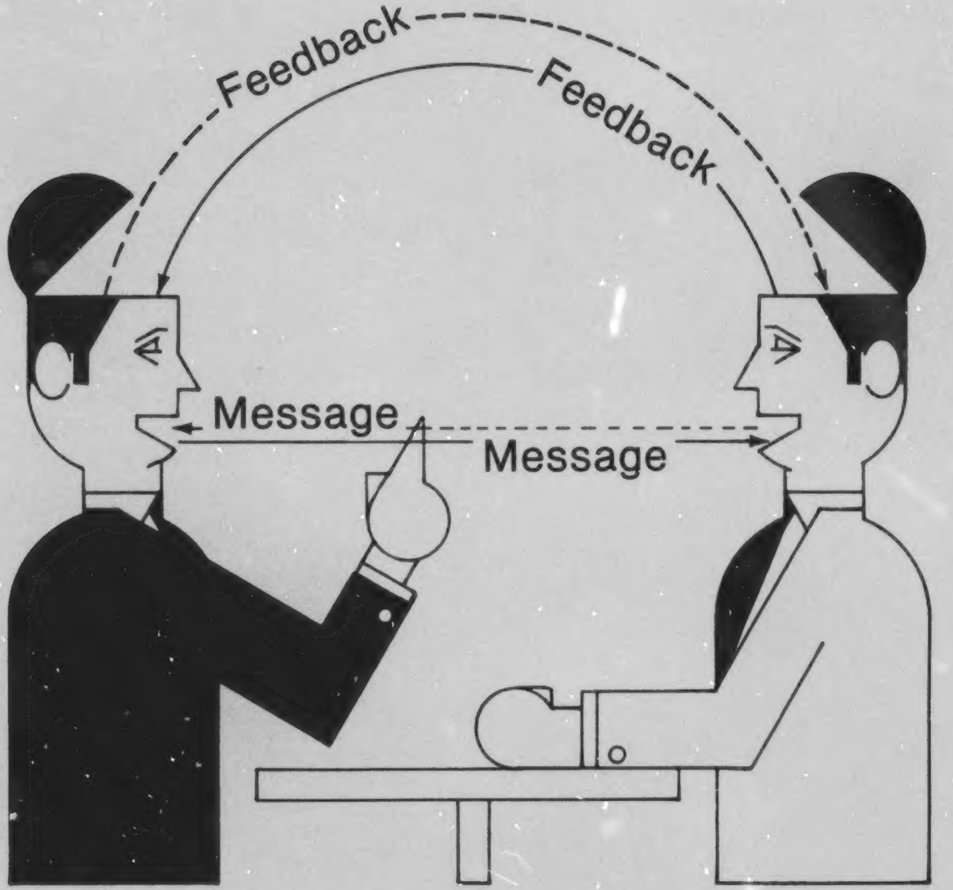
G. After the ratings have been completed, discuss the students' experiences. Did they rate each other as good or as poor listeners? Why did they rate the others as they did? How would they rate themselves on the above scale?

# Two-Way Conversation


Conversation

Conversation is like a ball,
it must be tossed back and forth.

# Feedback


Feedback
Feedback
Message
Message

TM #2

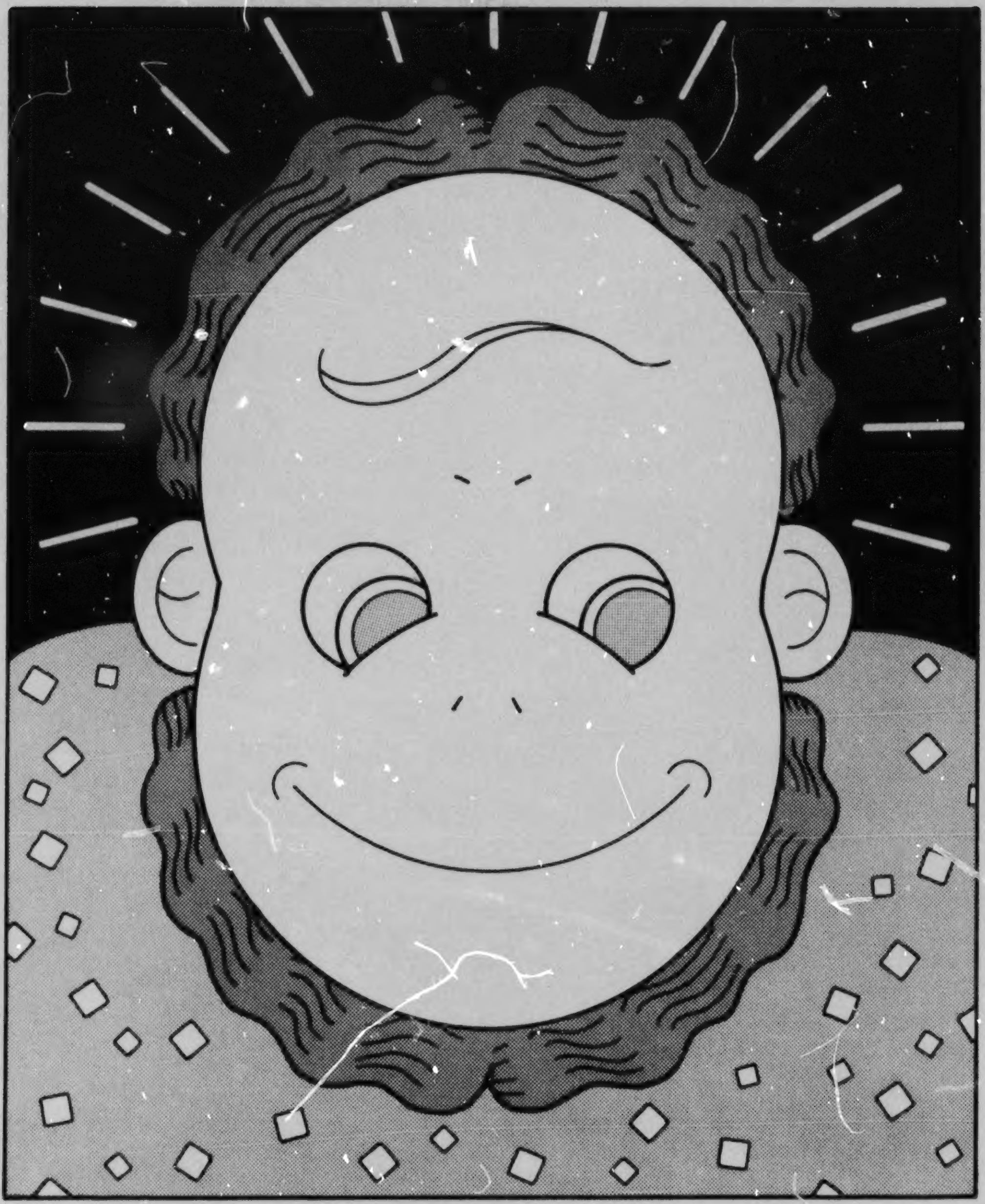
MF - 17-A

# Empathy

Don't criticize a man until you have walked a day in his mocassins.

An Indian Proverb

# One Can Communicate Without Using Words



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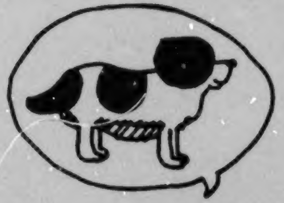
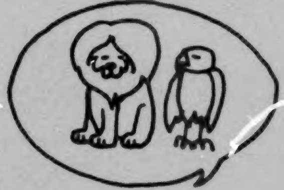
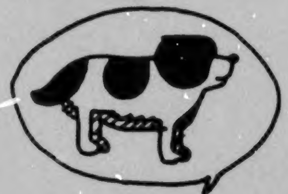
# Communicating



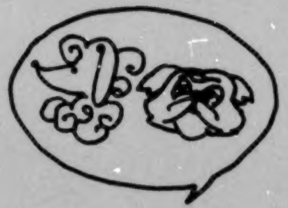
"I have a pet at home."



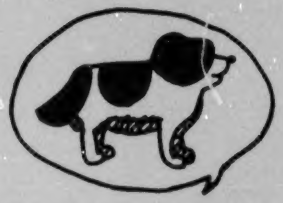
"Oh, what kind of a pet?"



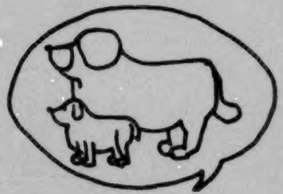
"It is a dog."



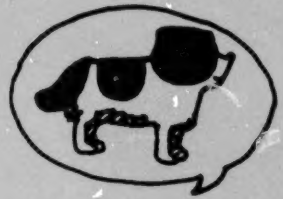
"What kind of a dog?"



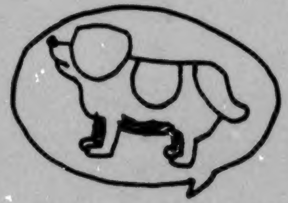
"It is a St. Bernard."



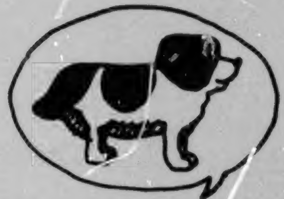
"Grown up or a puppy?"



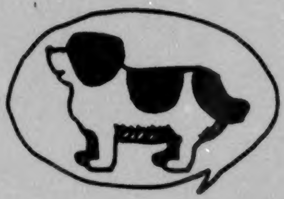
"It is full grown."



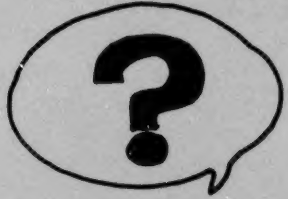
"What color is it?"



"It is brown and white."



"Why didn't you say you had a full grown brown and white St. Bernard as a pet in the first place?"



"Why doesn't anybody understand me?"

**Do not assume that everyone understands common words.**

# COMMUNICATIONS
# UNIT I

## INFORMATION SHEET

I. Communication — Exchange of thoughts, feelings, and information by verbal or nonverbal messages

II. Terms and definitions

A. Feedback — Checking out the meaning of a message by responding to the sender of the message

(NOTE: Because words, ideas, and gestures are often vague, the people receiving messages are sometimes confused about what the sender means. Feedback ensures that listeners understand what the speaker actually means.)

B. Observe — To note a fact or occurrence

C. Verbal — Relating to or consisting of words

D. Nonverbal — Using forms of communication other than words

E. Empathy — Ability to share in another's emotions or feelings

F. Jargon — Word usage characterized by long words or terms understood only by a particular group

G. Colloquialism — Local or regional informal speech

III. Purposes of communication

(NOTE: One should learn to be an assertive communicator without damaging the other person's self-esteem or hurting the other person's feelings.)

A. Furnishing knowledge

B. Building relationships

C. Exchanging information

D. Being social

E. Solving problems

F. Making personal needs and wants known

## INFORMATION SHEET

IV. Levels of communication

(NOTE: The following five levels of communication are listed from lowest to highest.)

A. Having casual conversation

EXAMPLE: Eugene calls, "Good morning! How are you?" Dora responds, "I'm fine."

(NOTE: At this communication level, there is no sharing of self. The conversation is based on what is called *small talk*.)

B. Reporting information

EXAMPLE: Betty announces to her family that Jim and Susan are getting married.

(NOTE: At this communication level, people do not share their ideas or feelings about events, but simply report them. Much of what is called *gossip* comes from this level.)

C. Giving your opinions

EXAMPLE: As John and Jane walked out of a business meeting, John remarked, "I think Mr. Skinner should give the sales assignments earlier this week. That way there will be enough time to ask questions about any problems that we may have."

Jane replied, "Well, I'm sure he thinks we're all smart enough to be able to figure them out."

(John took her comment as rejection and quickly changed the subject.)

(NOTE: At this communication level, there is some sharing of self. People take a small risk in telling others their opinions, judgments, and decisions.)

D. Telling your feelings and emotions

EXAMPLE: Jean announces to her friends at work that she is leaving her job for a new one in another state. She tells her friends of her feelings of anticipation at the new experiences ahead of her. She confides her fear that she is very nervous about her new job.

(NOTE: At his communication level there is some sharing of self. Telling your feelings or emotions to another allows you to begin to know each other. This level is the first step in reaching emotional intimacy.)

## INFORMATION SHEET

E. Sharing mutual emotions and ideas

EXAMPLE: Bill and Lois had spent their day doing yard work. After their work day ended, they were very tired and went for a leisurely walk at the lakeshore. As they paused to watch the sunset, they felt in perfect communion with each other. They shared their satisfaction of a job done together, their pleasure at the beauty of the lake and sunset, and their joy at being together.

(NOTE: This highest level of communication is called *peak communication*. At this level, there is emotional and intellectual intimacy based on mutual openness and honesty.)

V. Elements of communication

(NOTE: With a few exceptions, such as blindness and deafness, everyone brings the same elements to the communication process.)

A. One's own body

(NOTE: The body provides movement, form, and shape in communication.)

EXAMPLES: Speed at which one walks, size of body

B. Values

C. Expectations

D. Sensory organs

EXAMPLES: Eyes, ears, nose, mouth, skin

E. Ability to speak

F. Brain

(NOTE: The brain is the storehouse of knowledge; it stores what has been learned from past experiences, what has been read, and what has been taught.)

VI. Types of communication

A. Destructive — Includes those messages that cause people to feel judged or guilty

EXAMPLE: "Your overall test score was extremely low. Even the parts that you scored high on are not enough to bring your grade up to passing."

(NOTE: Destructive communication makes people feel unworthy. It could even cause the development of a negative self-concept.)

## INFORMATION SHEET

B. Constructive — Includes those messages that make people feel good about themselves, and those that give them a chance to talk and to express their feelings

EXAMPLE: "Although you did score high on part of the test, the overall score is low. I don't have time to explain the answers to the questions that you missed today. Maybe I can help you tomorrow."

(NOTE: Constructive communication can cause a feeling of worth to become stronger. It can reduce threatening feelings or fear and promote growth and constructive change.)

VII. Methods of communication

(NOTE: In communicating, a person must be aware of the importance of listening as well as the importance of presenting the message.)

A. Verbal

1. Speaking

(NOTE: One danger in spoken communication is that the message may be communicated before the speaker fully grasps its impact on the listener. Also, the speaker should keep in mind the effect of his or her tone of voice upon the listener.)

2. Writing

(NOTE: Written communication allows the communicator a longer period in which to consider the impact of a message.)

B. Nonverbal

1. Listening

(NOTE: Listening is a very important communication skill.)

2. Using body language

3. Touching

4. Having periods of silence

5. Using a certain tone of voice

# INFORMATION SHEET

VIII. Communication techniques

A. Verbal communication

1. Using open-ended comments or questions — Using bridging or transitional phrases that encourage people to continue speaking

   EXAMPLES: "And then what did you do?"

   "You were saying that . . ."

2. Reflecting or repeating — Restating part of a person's statement in the form of a question; exploring underlying feelings

   EXAMPLES: *Student:* I'm so tired.

   *Teacher:* You're tired?

   *Student:* Yes, I feel so depressed and tired.

   *Teacher:* Do you want to tell me about it?

3. Sharing observations — Commenting on someone's behavior

   EXAMPLE: The teacher notices that the student is crying. Instead of automatically deciding why, the teacher says, "You're crying. Would you like to share your feelings?"

B. Nonverbal communication

1. Touching — Transmitting a message through physical contact

   (NOTE: Often, touching an anxious person gently may mean more than any verbal conversation.)

2. Using facial expressions — Making opinions or feelings known by certain movements of mouth, eyes, eyebrows, and so on

   EXAMPLE: Smiling when approaching a friend

3. Using body language — Communicating by body stance or position

## INFORMATION SHEET

IX. Gestures that promote positive and negative communication

(NOTE: Movements of the body help people express themselves to others. Posture often communicates a person's true feelings better than words. It should be remembered, however, that body language is a general indicator. A single gesture should not be considered by itself, or separate from the words spoken. Also, meanings of gestures will vary with cultural backgrounds and socialization.)

A. Positive (Figures 1-4)

1. Open palm

2. Head held high

EXAMPLE:

FIGURE 1

Open, Friendly, Complete Control

INFORMATION SHEET

3. Arms swinging freely when walking

EXAMPLE:

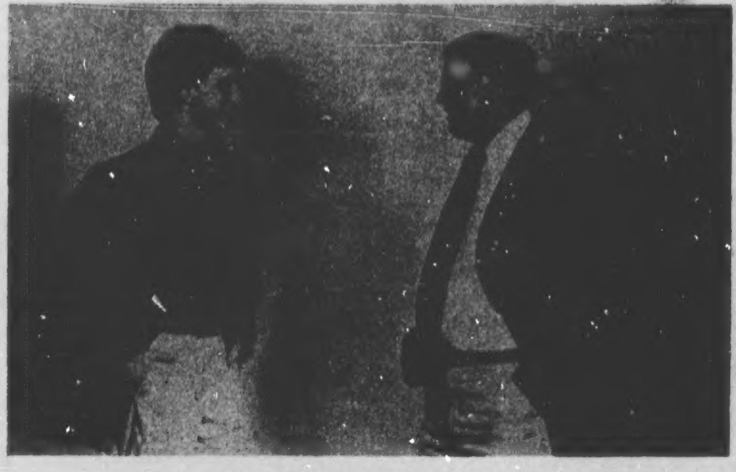
FIGURE 2

Cheerful

4. Coat unbuttoned

EXAMPLE:

FIGURE 3



Open, Friendly

## INFORMATION SHEET

5. Shoulders upright

6. Smiling

EXAMPLE:

FIGURE 4

**Energetic, Determined, Pleasant**

B. Negative (Figures 5-7)

(NOTE: Although the following are listed as negative gestures, expressions, and stances, there may be situations when the following movements would not be considered negative.)

1. Nervous gestures

(NOTE: Nervous gestures show lack of confidence, uneasiness, or boredom.)

| | |
|---|---|
| EXAMPLES: | Tapping, cracking knuckles, wringing hands, tugging at hair or mustache, rapid blinking of eyelids, biting lips, scratching, licking lips, tugging at collar or tie, puckering lips, twisting mouth, swaying, smacking lips, clearing throat |

2. Closed fist

## INFORMATION SHEET

3. Steepling with hands

EXAMPLE:

FIGURE 5

**Hostility, Lack of Acceptance, Taking a Firm Stand with Little Chance of Changing**

4. Hands on sides at waist

5. Lower lip protruding

EXAMPLE:

FIGURE 6

**Anger, Disgust, Pouting, Sulking**

INFORMATION SHEET

6. Raised eyebrows

7. Arms folded tightly high on chest

EXAMPLE:

FIGURE 7

**Surprise, Doubt, Indifference, Closemindedness, Defensiveness, Disagreement, Discomfort, Withdrawal from Conversation**

X. Causes of communication problems

A. Failure to see a person as an individual

(NOTE: Value judgment, stereotyping, and prejudice prevent one from seeing another person as he or she really is.)

EXAMPLES: "All (Irish, Italian, Jewish, Indian, Baptist) students behave in certain ways."

"All nurses are needle-happy."

B. Failure to listen

(NOTE: Failure to listen causes a breakdown in communication. The listener fails to hear the real message or the essence of what the other person is saying if the listener is preoccupied with preparing a reply.)

## INFORMATION SHEET

C. Use of cliches, automatic responses, colloquialisms, and jargon

EXAMPLES: "Don't worry. Everything will be fine."

"It's only minor surgery."

"Many other students made a lower grade than you."

"Don't worry about a thing."

(NOTE: These methods of communicating are used to avoid interaction with people.)

D. Interruptions

(NOTE: Interruptions give the speaker the impression that the listener is in a hurry or that what the speaker is saying is not important.)

E. Failure to clarify comments

(NOTE: Neglecting to clarify comments often leads to misunderstanding. Asking questions may clarify the meaning of a comment.)

F. Use of limited vocabulary

(NOTE: Giving an example, or clarifying what the speaker has said helps define terms and leads to understanding.)

G. False assumptions

(NOTE: Acting on a false assumption can cause misunderstanding or can prevent one person from getting to know another person more intimately.)

H. Unawareness of how we are perceived by others

EXAMPLE: Some people have no idea of what their tone of voice communicates to others.

I. Lack of self-confidence

(NOTE: Lack of confidence or fear of rejection or ridicule prevents some people from communicating with others.)

J. Childhood teachings

(NOTE: In some cases, people are taught from childhood not to express certain feelings and impulses. Some people are prohibited from crying, getting angry, discussing sex, and sometimes from showing love.)

## INFORMATION SHEET

XI. Results of poor communication skills

(NOTE: Most of these substitutes are self-destructive. People who use these substitutes are afraid of direct conflict. This is called *passive aggression*.)

A. Overindulgence

EXAMPLES: Overeating, shopping, drinking, gambling

B. Use of silent treatment

EXAMPLE: The wife comes home and plans to spend a quiet evening reading and relaxing, but she arrives home from work to find that her husband has invited some of his associates over for the evening. She may be reluctant to express her anger and frustration; instead, she sits quietly and does not participate.

C. Depression

(NOTE: When depression becomes extreme, it can be a serious illness.)

D. Physical illness

(NOTE: Some illnesses may be related to or aggravated by emotional stress, such as that caused by unexpressed anger.)

E. Gossip or "talking about"

EXAMPLE: Instead of telling a partner that you are angry about something he or she did, you tell others.

XII. Ways to overcome communication problems

A. Acknowledge the existence of a problem

(NOTE: When one partner is unwilling to admit that there is a problem, communication is difficult.)

B. Set up an appropriate time and place for your discussion

(NOTE: There needs to be uninterrupted privacy and enough time for a thorough discussion.)

C. Consider each person's response pattern

(NOTE: One person's method of response to a statement may be completely different from another person's method of response.)

## INFORMATION SHEET

D. Arrive at a mutual diagnosis of and solution for the problem

(NOTE: Both partners must agree as to what should be done to solve the communication problem.)

XIII. Ways to improve communication

A. Use "I" messages rather than "you" messages

(NOTE: "I" messages make the communicator responsible for the feeling being stated. "You" messages are usually used to criticize or transfer the blame to others.)

B. Choose an appropriate time for communicating

(NOTE: Interruptions can seriously damage the outcome of discussions.)

C. Indicate your honest wish to talk

D. Maintain a pleasant tone of voice

E. Avoid critical or sarcastic remarks

F. Use questions wisely

EXAMPLES: To help establish common interest; to see if the listener is understanding what is being said

(NOTE: The latter type of questioning is called *feedback*.)

G. Think before responding to a question

H. Show respect for the listener

(NOTE: Talk on the other person's level. Do not talk down to a person or talk over a person's head.)

I. Use gestures wisely

(NOTE: Too many gestures or too few gestures should be avoided.)

J. Maintain eye contact

K. Build trust

XIV. Constructive ways to argue

(NOTE: It is important to acknowledge that arguments are a reality. Effective use of argument can prevent destructive conflicts.)

A. Be sure that you understand the other person's point of view

## INFORMATION SHEET

B. Look for all possible points of agreement

C. Be sure that what you are in conflict about is worth discussing

(NOTE: It is possible to win an argument and lose a friendship.)

D. Avoid all forms of negative pressure tactics

EXAMPLES: Shouting the other person down, using force or striking the other person, being completely silent and denying the other person the satisfaction of a decent reply, withholding one's physical love

E. Consider alternatives

F. Be optimistic about reaching a resolution

(NOTE: Few arguments are so important that they demand an immediate and complete solution on the spot. Many arguments at night are combined with fatigue and the emotional stresses of the day.)

# COMMUNICATIONS
## UNIT I

## ASSIGNMENT SHEET #1 — RESPOND TO STATEMENTS ABOUT COMMUNICATION

NAME ______________________ SCORE ______________

Communication is important because it affects the kinds of relationships that a person has with other people. Messages from friends and acquaintances sharpen relationships. Communication by radio, television, and newspaper keeps a person in touch with people all over the world.

PART I

Respond to the following statements about communication. Write a "T" in the blanks before statements that are true and an "F" in the blanks before statements that are false.

_____A. It is possible to build a strong relationship without good communication

_____B. People should communicate with each other only during problem times

_____C. Communication can come in many ways

_____D. As long as you have conveyed your point, good communication has taken place even if the other person was not interested

_____E. Getting feedback from the person with whom you are communicating is very important

_____F. There is only one way to communicate and that is verbally

_____G. When you meet someone in the hall and that person just glares at you and does not speak, this is a form of communication

_____H. Childhood teachings have much to do with communicating to another person

_____I. Good communication skills are important for children and adolescents, as well as adults

_____J. Nonverbal communication consists only of facial expressions

## ASSIGNMENT SHEET #1

PART II

Use the following key to check your answers from Part I.

A. *F* B. *F* C. *T* D. *F* E. *T* F. *F* G. *T* H. *T* I. *F* J. *F*

Discuss in writing why the statements are true or why they are false.

A.

B.

C.

D.

E.

F.

G.

## ASSIGNMENT SHEET #1

H. ______________________________

______________________________

______________________________

I. ______________________________

______________________________

______________________________

J. ______________________________

______________________________

______________________________

# COMMUNICATIONS
# UNIT I

## ASSIGNMENT SHEET #2 — FORM OPINIONS ABOUT COMMUNICATION'S PLACE IN RELATIONSHIPS

NAME ______________________________ SCORE ____________

Communication is so important in getting along with others that all people should know what it is and how to use it. All people think that they know how to communicate, but if they all communicate well, why are there misunderstandings among friends, among married couples, and among nations?

When communicating with someone, the communicator's senses take in what the person looks like, how he or she sounds, what he or she smells like, and how he or she feels if touched. Depending upon what the brain reports, the communicator either feels comfortable or uncomfortable with that person. Complete the following communication exercise by choosing a partner and following directions as given. You may choose a friend, classmate, or family member for a partner.

PART I

A. Sit back comfortably in your chair and just look at your partner. Notice each part of the face. See what the eyes, eyelids, eyebrows, nostrils, facial and neck muscles are doing. Observe the skin color. Is it turning pink, red, white, blue? Observe the body size, form, and the clothing. Observe your partner for thirty seconds. Now close your eyes and see if you can bring this person's face to your mind's eye.

Open your eyes and record what you visualized. ______________________

______________________________________________

______________________________________________

______________________________________________

B. Does your partner remind you of anyone else? ______________________

If so, who and why?

______________________________________________

______________________________________________

______________________________________________

(NOTE: If your partner reminds you strongly of someone else, you could be confusing the person you are thinking of with the person in front of you. You may have reacted to your partner as you would react to the person you are thinking of. Should this happen, your partner will be confused about what is happening, and your assessment will not be accurate.)

## ASSIGNMENT SHEET #2

### PART II

A. Decide which partner will be A and which will be B. In the first exercise, A stands and B sits on a chair directly in front of A. Carry on a two-minute conversation. Now switch positions and carry on another two-minute conversation.

How did you feel when you were A? ______________________________

______________________________________________

______________________________________________

How did you feel when you were B? ______________________________

______________________________________________

______________________________________________

B. Can you see the difference that the position of each person makes during communication? ____________ Explain your answer. ______________________

______________________________________________

______________________________________________

______________________________________________

### PART III

Listening is perhaps the most neglected of the communication skills. Most people listen to others, but they don't *hear* what the others are saying.

A. For about four minutes, have your partner tell a story about something that happened during that day. Continually interrupt by making comments, asking questions, or trying to tell the story yourself. After four minutes, switch roles and allow your partner to interrupt.

How did you feel when you were continually interrupted while trying to communicate?

______________________________________________

______________________________________________

______________________________________________

______________________________________________

______________________________________________

## ASSIGNMENT SHEET #2

B. Do you think that people who interrupt are rude?____________________

C. How do interruptions affect communication?

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________

PART IV

To communicate effectively, people must use both nonverbal and verbal communication techniques.

A. With your back to your partner, carry on a two-minute conversation. You may want to describe an object held in your hand and let your partner guess what it is you are talking about, or you may want to discuss something that happened to you on your way to school.

B. Did you have difficulty communicating without being able to see your partner?

____________ Explain your answer. ________________________

________________________________________

________________________________________

________________________________________

C. Did you use any nonverbal skills during your conversation?________________

If so, what were they?________________________________

________________________________________

D. Do you think that it would have been easier to communicate to your partner by telephone? ____________ Explain your answer.____________________

________________________________________

________________________________________

________________________________________

# COMMUNICATIONS
## UNIT I

## ASSIGNMENT SHEET #3 — RATE PERSONAL EMOTIONAL EXPRESSIONS

NAME ________________________________________ SCORE ________________

People experience a wide range of emotions. Some express their feelings while others do not. People may not express their feelings because they may have been taught that emotions are bad. Children are told that it is "silly" or "sissy" to cry. People are instructed to stop moping around. People learn to feel guilty or ashamed about certain feelings. Therefore, they feel very naked or exposed if they express those feelings to others.

Some people feel that certain emotions are better than others. Love is better than hate, happiness is better than sadness, and joy is better than anger. Therefore, these people deny that they feel the "bad" emotions. There is nothing basically good or bad about any emotion. It is the action that a person takes as a result of his or her emotions that can be called good or bad. People do not have control over the emotions they feel; however, they do have control over how they express their feelings.

### PART I

Rate your emotional expression by completing the checklist on the following page. Write check marks under the appropriate columns, and then use this information to analyze your emotional expression by answering the summary questions that follow.

## ASSIGNMENT SHEET #3

| | How often do you feel this emotion? | | | How often do you express this emotion? | | |
|---|---|---|---|---|---|---|
| **Emotion** | **Rarely** | **Sometimes** | **Frequently** | **Rarely** | **Sometimes** | **Frequently** |
| Affection | | | | | | |
| Anger | | | | | | |
| Anticipation | | | | | | |
| Anxiety | | | | | | |
| Courage | | | | | | |
| Depression | | | | | | |
| Despair | | | | | | |
| Disappointment | | | | | | |
| Disgust | | | | | | |
| Elation | | | | | | |
| Excitement | | | | | | |
| Fear | | | | | | |
| Frustration | | | | | | |
| Grief | | | | | | |
| Hate | | | | | | |
| Humiliation | | | | | | |
| Jealousy | | | | | | |
| Joy | | | | | | |
| Love | | | | | | |
| Pride | | | | | | |
| Sadness | | | | | | |
| Satisfaction | | | | | | |
| Sorrow | | | | | | |
| Suspicion | | | | | | |

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## ASSIGNMENT SHEET #3

A. What emotions do you feel most frequently?

B. What emotions do you express most frequently?

C. Did you list the same emotions in A and B? ____________

Why or why not? ____________

D. Think about some emotions that you have recently experienced frequently. With whom have you been when you experienced these emotions?

E. What situation(s) caused you to feel these emotions?

F. Do you feel you were able to communicate your emotions to the people you were with?

____________ Explain your answer. ____________

G. Are there situations in which it would be better not to express emotions openly? Discuss.

## ASSIGNMENT SHEET #3

### PART II

Communication can help facilitate understanding among family members and can be used to resolve family issues. Communication makes it easier for people to work together and to accomplish common goals. Effective communication involves both words and feelings; however, many people seem to attend only to words.

The following activity uses the sentence completion method to make explicit what is implicit in communication. The exercise may be done by one person, by two people, or by a group of family members.

Decide whether you are going to do the exercise alone, with a partner, or with a group, and then complete the following sentences. When completing the sentences by yourself, you may write your responses, or talk into a tape-recorder, or talk to yourself in a mirror. When working with a parter or with family members, you may write your responses privately and then share with others, or you may complete the sentences aloud and tape-record responses. Whatever method you choose, remember to

- Respond quickly
- Keep responses short and simple
- Give at least five responses to each unfinished sentence (Several responses help uncover real feelings.)
- Keep trying if no response comes quickly to mind
- Listen very attentively to the responses of others

A. Lines of communication

1. Communication to me means________________________________

________________________________________________

________________________________________________

________________________________________________

2. The hard thing about personal communication is____________________

________________________________________________

________________________________________________

________________________________________________

## ASSIGNMENT SHEET #3

3. Sometimes I withdraw from communication when______________________

_____________________________________________

_____________________________________________

_____________________________________________

4. If I weren't concerned about the listener's response I would

_____________________________________________

_____________________________________________

_____________________________________________

**B.** You and me

1. I feel loved and appreciated by you when you______________________

_____________________________________________

_____________________________________________

_____________________________________________

2. I feel invisible when you______________________

_____________________________________________

_____________________________________________

_____________________________________________

3. One of the things I wish you better understood about me is______________________

_____________________________________________

_____________________________________________

_____________________________________________

4. I am becoming aware of______________________

_____________________________________________

_____________________________________________

_____________________________________________

## ASSIGNMENT SHEET #3

C. Money matters

1. Money, to me, means ____________________

2. When I complain about your attitude toward money, what I am really trying to say is ____________________

3. Sometimes when we disagree about money, what I think we are really trying to tell each other is ____________________

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MF - 53-A

## COMMUNICATIONS
## UNIT I

### ASSIGNMENT SHEET #4 — MAKE A RECORD OF POSITIVE AND NEGATIVE COMMUNICATION SIGNALS

NAME ______________________________ SCORE ____________

A large portion of a person's communication is done nonverbally. The way a person dresses, stands, walks, sits, smiles, or frowns conveys nonverbal communication.

EXAMPLES: Raised eyebrows show disbelief, shrugged shoulders indicate indifference

One problem in interpreting body language is that it can be vague and misleading. Even more than verbal behavior, the message sent by nonverbal communication may not be the message that is received. In the area of nonverbal communication, feedback is used even less than in verbal exchange. Nonverbal and verbal communication should go hand-in-hand.

Nonverbal signals may be positive or negative, depending upon how the signals are sent.

A. Record positive and negative communication signals that you receive or that you observe other people receiving. Classify the signals under the positive or negative columns.

| **Positive Signals** | **Negative Signals** |
|---|---|
| | |
| | |
| | |
| | |
| | |
| | |

B. Do you believe that the person receiving the signal got the message that the person sending the message intended? ________ Explain your answer.

# COMMUNICATIONS
# UNIT I

## ASSIGNMENT SHEET #5 — RESPOND WITH "I" MESSAGES

NAME ________________________________________ SCORE ________________

One of the most destructive kinds of communication results in blaming and accusing other people. These messages are known as "you" messages. "I" messages should be used instead of "you" messages. When "I" messages are used, the person doing the talking takes responsibility for what is being said. "I" messages are usually constructive communication messages.

"I" messages tell how a situation makes *you* feel. Your "I" messages are statements of fact about how other people's actions seem to you.

Respond to the following situations by writing your feelings in "I" messages.

EXAMPLES: "You" messages

Mrs. Benham tells her sixteen-year-old daughter, Janet, "You are the most impossible daughter. Your grades have fallen so much since the last grading period. You should not stay out so late at night. If your grades do not come up, you are going to be in trouble."

"I" messages

Mrs. Benham tells her daughter, "Janet, I am really concerned about your grades. When your grades start falling it makes me worry about your education. I would feel much more comfortable if you could get in earlier and do more studying."

A. Your best friend Pat's steady date says, "We really have a lot in common. Maybe we should start dating."

______________________________________________________________

______________________________________________________________

______________________________________________________________

B. A student that you consider to be one of the class leaders says, "Why won't you drink a beer with me? Are you afraid of something?"

______________________________________________________________

______________________________________________________________

______________________________________________________________

## ASSIGNMENT SHEET #5

C. Your father says, "Tonight is the last time you are going out this week because you stayed out too late Saturday night."

D. Your best friend says, "You look terrible this morning. Did you stay up all night studying or what?"

E. Your boss says, "Will you please help Joe out? He just doesn't seem to work as fast as you do."

F. Your teacher says, "Your grade is going to be much lower than you thought because you did not make up the last test. Yesterday, as you know, was the last day."

G. Your coach says, "You will not be starting tonight because you have missed two days of practice this week."

## COMMUNICATIONS
## UNIT I

### ASSIGNMENT SHEET #6 — RATE PERSONAL COMMUNICATION SKILLS

NAME ________________________________________ SCORE ______________

For good communication to take place there must be listening as well as talking. When people think of improving their communication skills, they usually think about how to express themselves more clearly. The only effective communication takes place when the listener hears and receives the message in the same way the speaker means it.

Rate your communication skills by answering the following questions.

A. Do you listen to each word that is being said to you? ______________________

Explain your answer. ______________________________________________

________________________________________________________________

________________________________________________________________

B. Do you listen only partly to what is being said because your mind is on what your reply is going to be? ______________________________________________

Explain your answer. ______________________________________________

________________________________________________________________

________________________________________________________________

C. Do you feel that you are a better communicator if you are standing and the person you are communicating with is seated? ______________________________

Explain your answer. ______________________________________________

________________________________________________________________

________________________________________________________________

D. Are you a big user of "I" messages? ______________________________

Explain your answer. ______________________________________________

________________________________________________________________

________________________________________________________________

## ASSIGNMENT SHEET #6

E. Do you listen to the words that are being said and hear the meaning and the feeling behind the words?__________

Explain your answer.__________

F. Do you try to give the feedback that you think the person talking wants to hear?_____

Explain your answer.__________

G. Discuss ways in which you could improve your communication skills.

## COMMUNICATIONS
## UNIT I

## ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #1 — Evaluated to the satisfaction of the instructor

Assignment Sheet #2 — Evaluated to the satisfaction of the instructor

Assignment Sheet #3 — Evaluated to the satisfaction of the instructor

Assignment Sheet #4 — Evaluated to the satisfaction of the instructor

Assignment Sheet #5

The following are suggested answers.

A. I could not go out with you because it would hurt Pat's feelings. It also makes me feel bad that you would think that I would go out with you while you are dating Pat.

B. I don't want to have a drink with you because I don't drink any beverages containing alcohol. I am disappointed to know that your are not more responsible with your own health.

C. I understand your concern and I am sorry about last Saturday night. I will be a more responsible person in the future.

D. I am a little tired because I did have to study late last night but I am sure I will benefit more from making a good grade on the test than if I look nice, fresh, and rested from a good night's sleep.

E. I will be glad to help Joe today but I will have a hard time doing a good job on my project if I have to help him very often.

F. I realize that yesterday was the last day, but I do have an excused admit from the office, and I feel that I should be allowed to take a make-up test.

G. I do understand this rule. I will be more careful next time when scheduling my dental appointments.

Assignment Sheet #6 — Evaluated to the satisfaction of the instructor

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## COMMUNICATIONS
## UNIT I

## TEST

NAME ______________________________ SCORE ____________

1. Define *communication*.

______________________________________________________________

______________________________________________________________

2. Match terms associated with communications to their correct definitions. Write the correct numbers in the blanks.

_____a. Checking out the meaning of a message by responding to the sender of the message

_____b. To note a fact or occurence

_____c. Relating to or consisting of words

_____d. Using forms of communication other than words

_____e. Ability to share in another's emotions or feelings

_____f. Word usage characterized by long words or terms understood only by a particular group

_____g. Local or regional informal speech

1. Verbal
2. Colloquialism
3. Empathy
4. Observe
5. Jargon
6. Feedback
7. Nonverbal

3. List three purposes of communication.

a. ______________________________________________________

b. ______________________________________________________

c. ______________________________________________________

4. Arrange in order levels of communication. Write a "1" before the first level, a "2" before the second level, and so on.

_____a. Giving your opinions

_____b. Sharing mutual emotions and ideas

## TEST

_____c. Reporting information

_____d. Having casual conversation

_____e. Telling your feelings and emotions

5. List five elements of communication.

a. ____________________

b. ____________________

c. ____________________

d. ____________________

e. ____________________

6. Define destructive and constructive communication.

a. Destructive — ____________________

____________________

b. Constructive — ____________________

____________________

7. Distinguish between verbal and nonverbal methods of communication. Write a "V" in the blanks before verbal methods and an "N" in the blanks before nonverbal methods.

_____a. Speaking

_____b. Having periods of silence

_____c. Touching

_____d. Using body language

_____e. Writing

_____f. Listening

_____g. Using a certain tone of voice

## TEST

8. Match communication techniques to their correct descriptions. Write the correct numbers in the blanks.

**Verbal**

______a. Using bridging or transitional phrases that encourage people to continue speaking

______b. Restating part of a person's statement in the form of a question; exploring underlying feelings

______c. Commenting on someone's behavior

1. Sharing observations
2. Using open-ended comments or questions
3. Reflecting or repeating

**Nonverbal**

______a. Transmitting a message through physical contact

______b. Making opinions or feelings known by certain movements of mouth, eyes, eyebrows, and so on

______c. Communicating by body stance or position

1. Using facial expressions
2. Touching
3. Using body language

9. Distinguish between gestures that promote positive communication and gestures that promote negative communication. Write a "P" in the blanks before positive gestures, and an "N" before negative gestures.

______a. Open palm

______b. Head held high

______c. Nervous gestures

______d. Closed fist

______e. Steepling with hands

______f. Arms swinging freely when walking

______g. Hands on sides at waist

______h. Lower lip protruding

______i. Coat unbuttoned

______j. Shoulders upright

## TEST

_____k. Smiling

_____l. Raised eyebrows

_____m. Arms folded tightly high on chest

10. List five causes of communication problems.

a. ______________________________

b. ______________________________

c. ______________________________

d. ______________________________

e. ______________________________

11. List four results of poor communication skills.

a. ______________________________

b. ______________________________

c. ______________________________

d. ______________________________

12. State three ways to overcome communication problems.

a. ______________________________

b. ______________________________

c. ______________________________

13. Select from the following list ways to improve communication. Write an "X" in the blank before each correct answer.

_____a. Use "I" messages rather than "you" messages

_____b. Choose an appropriate time for communicating

_____c. Give your point of view first

_____d. Indicate your honest wish to talk

_____e. Maintain a pleasant tone of voice

## TEST

______f. Avoid critical or sarcastic remarks

______g. React without thinking

______h. Use questions wisely

______i. Think before responding to a question

______j. Begin by placing blame on the other person

______k. Show respect for the listener

______l. Use gestures wisely

______m. Maintain eye contact

______n. Bring up former arguments

______o. Build trust

14. Select from the following list constructive ways to argue. Write an "X" in the blank before each correct answer.

______a. Always give in to avoid conflict

______b. Be sure that you understand the other person's point of view

______c. Ignore the problem

______d. Look for all possible points of agreement

______e. Be sure that what you are in conflict about is worth discussing

______f. Avoid all forms of negative pressure tactics

______g. Intimidate the other person

______h. Consider alternatives

______i. Be optimistic about reaching a resolution

(NOTE: Test questions 15-20 list the assignment sheets. They are an important part of this test. If they have not been completed, check with your instructor.)

15. Respond to statements about communication.

16. Form opinions about communication's place in relationships.

17. Rate personal emotional expressions.

# TEST

18. Make a record of positive and negative communication signals.

19. Respond with "I" messages.

20. Rate personal communication skills.

## COMMUNICATIONS
## UNIT I

## ANSWERS TO TEST

(NOTE: It may be helpful to use your blank test to make a test key. The point system designated in parentheses is intended to be a guideline and should be adapted to meet the needs of each teaching/learning situation. The point total is 250.)

1. (4 points)

   Definition should include the following — Exchange of thoughts, feelings, and information by verbal or nonverbal messages

2. (14 points)

   a. 6
   b. 4
   c. 1
   d. 7
   e. 3
   f. 5
   g. 2

3. (3 points)

   Answer should include any three of the following

   a. Furnishing knowledge
   b. Building relationships
   c. Exchanging information
   d. Being social
   e. Solving problems
   f. Making personal needs and wants known

4. (10 points)

   a. 3
   b. 5
   c. 2
   d. 1
   e. 4

## ANSWERS TO TEST

5. (5 points)

Answers should include any five of the following

a. One's own body

b. Values

c. Expectations

d. Sensory organs

e. Ability to speak

f. Brain

6. (8 points)

Definitions should include the following

a. Destructive — Includes those messages that cause people to feel judged or guilty

b. Constructive — Includes those messages that make people feel good about themselves, and those that give them a chance to talk and to express their feelings

7. (14 points)

a. V

b. N

c. N

d. N

e. V

f. N

g. N

8. (12 points)

**Verbal**

a. 2

b. 3

c. 1

**Nonverbal**

a. 2

b. 1

c. 3

## ANSWERS TO TEST

9. (13 points)

a. P
b. P
c. N
d. N
e. N
f. P
g. N
h. N
i. P
j. P
k. P
l. N
m. N

10. (5 points)

Answer should include any five of the following

a. Failure to see a person as an individual
b. Failure to listen
c. Use of cliches, automatic responses, colloquialisms, and jargon
d. Interruptions
e. Failure to clarify comments
f. Use of limited vocabulary
g. False assumptions
h. Unawareness of how we are perceived by others
i. Lack of self-confidence
j. Childhood teachings

11. (4 points)

Answer should include any four of the following

a. Overindulgence
b. Use of silent treatment
c. Depression
d. Physical illness
e. Gossip or "talking about"

# ANSWERS TO TEST

12. (9 points)

Answer should include any three of the following

- a. Set up an appropriate time and place for your discussion
- b. Consider each person's response pattern
- c. Acknowledge the existence of a problem
- d. Arrive at a mutual diagnosis of and solution for the problem

13. (30 points)

a, b, d, e, f, h, i, k, l, m, o

14. (18 points)

b, d, e, f, h, i

15. Evaluated to the satisfaction of the instructor (10 points)

16. Evaluated to the satisfaction of the instructor (22 points)

17. Evaluated to the satisfaction of the instructor (25 points)

18. Evaluated to the satisfaction of the instructor (15 points)

19. Evaluated to the satisfaction of the instructor (16 points)

20. Evaluated to the satisfaction of the instructor (13 points)

# PERSONAL DECISIONS
## UNIT II

## UNIT OBJECTIVE

After completing this unit, the student should be able to arrange in order problem-solving steps and respond to decision-making situations. The student will show this knowledge by completing the assignment sheets and unit test with a minimum score of 85 percent.

## SPECIFIC OBJECTIVES

After completing this unit, the student should be able to

1. Match to their correct definitions terms associated with personal decisions.
2. List types of decisions.
3. Select from a list general areas affected by personal decisions.
4. List personal resources for decision making.
5. Arrange in order the steps in making decisions.
6. List influences that affect personal decisions.
7. Discuss areas and consequences of making decisions.
8. Distinguish between characteristics of love and infatuation.
9. Match types of intimate relationships to their correct descriptions.
10. Match female and male reproductive organs to their correct functions/descriptions.
11. Match methods of birth control to their correct descriptions.
12. List types of responsibilities that accompany the decision to become sexually active.
13. Select from a list consequences related to teenage pregnancies.
14. List possible physical results of drug abuse.
15. Select from a list problems related to drug abuse.
16. Match types and classes of drugs to their correct effects.
17. Respond to decision-making situations.

## OBJECTIVE SHEET

18. Describe feelings about loving relationships.

19. Record observations of intellectual, physical, and emotional intimacy.

20. Respond to case studies concerning decisions.

21. Explore feelings about drug abuse.

22. Record drug-related media messages.

# PERSONAL DECISIONS
# UNIT II

## SUGGESTED ACTIVITIES

I. Unit contents

   A. Objective sheet

   B. Suggested activities

   C. Information sheet

   D. Assignment sheets

      1. Assignment Sheet #1 — Respond to Decision-Making Situations

      2. Assignment Sheet #2 — Describe Feelings About Loving Relationships

      3. Assignment Sheet #3 — Record Observations of Intellectual, Physical, and Emotional Intimacy

      4. Assignment Sheet #4 — Respond to Case Studies Concerning Decisions

      5. Assignment Sheet #5 — Explore Feelings About Drug Abuse

      6. Assignment Sheet #6 — Record Drug-Related Media Messages

   E. Answers to assignment sheets

   F. Test

   G. Answers to test

II. Instructor's guide

   A. Order materials to supplement unit.

      1. Books

         a. Everly, Kathleen and Sol Gordon. *How Can You Tell If You're in Love?* Fayetteville, New York: Ed-U Press, Inc., 1983.

         (NOTE: This humorous book discusses how to tell the difference between love and infatuation. It is available from Ed-U Press, Inc., P.O. Box 583, Fayetteville, New York 13006.)

## SUGGESTED ACTIVITIES

b. Brooks, Cathleen. *The Secret Everyone Knows.* San Diego, California: Operation Cork, 1981. This book is available from Operation Cork, 8939 Villa La Jolla, Suite 203, San Diego, California 92037.

(NOTE: In this book, the author describes her growing-up years in a home with alcoholic parents.)

2. Films

a. *Hope Is Not a Method.* Color, 20 minutes, Perennial Education Inc., 1974. Available from Perennial Education Inc., 1825 Willow Road, Northfield, Illinois 60093.

(NOTE: This film provides medical and scientific information about contraceptives. The film is available to Oklahoma teachers through the Oklahoma State Department of Health, 1000 N.E. 10 Street, Oklahoma City, Oklahoma.)

b. *Soft Is the Heart of a Child.* Color, 30 minutes, Operation Cork, 1978. Available from Modern Talking Pictures, 1411 Slocum, Dallas, Texas 75207.

(NOTE: This film shows the effects of alcohol on a family.)

3. Filmstrip teaching kit — *Alcohol and Other Drugs.* Color, 35 mm filmstrip and audio cassettes, 10 to 12 minutes each, SVE Lifestyles, 1980.

(NOTE: This filmstrip teaching kit contains four filmstrips and audio cassettes, and worksheets. Kit is available from SVE Lifestyles, 1345 Diversey Parkway, Chicago, Illinois 60614.)

B. Provide students with objective sheet.

## SUGGESTED ACTIVITIES

C. Discuss unit and specific objectives.

1. Introduce unit by having students think about some decisions that they have made during the day. Emphasize that decisions may be very minor and may affect no one but the person making the decision, or could be major and affect the lives of many.

   SUGGESTIONS:

   - Ask questions to help students discuss their decisions.

     EXAMPLES: Do you consider your decisions major?

     Does the decision that you make affect anyone else but you?

     Could the decision have long-range effects on your life?

     Would you make the same decision again if you had a second chance?

   - Ask the students to classify their decisions according to the types listed in Information Sheet, Section II.

2. Read the following case studies to the students. Ask the students to choose a partner and discuss what they think would be appropriate decisions.

   CASE STUDY #1

   John and Clyde were taking their nine weeks' Home Economics IV test. John signaled to Clyde to give him the answer to number 14 on the test.

   What decision would you make if you were Clyde?

   CASE STUDY #2

   Patty and Vern were driving home after their first date. Vern likes Patty very much and was very happy when she agreed to go out with him. Before they got home, Bill and Angie passed them, honking and signaling for Vern to stop. Bill challenged Vern to a drag race outside of town. Patty immediately said, "Oh, let's go, Vern! I know you can beat him easily."

   What decision would you make if you were Vern?

## SUGGESTED ACTIVITIES

CASE STUDY #3

Brenda is a new girl in school. She wants everyone to like her. Her father has instructed her not to stay out late after the ball game and has told her to be home by 11:00 P.M. Some of Brenda's new friends encouraged her to go riding around with them after the game. The suggestion was made that the group should go to one of the clubs on the river. Brenda said, "But we are not old enough to get into a club." Then one of the girls said not to worry, that they had enough fake IDs for everyone.

What decision would you make if you were Brenda?

3. Point out to students that decisions reflect one's values.

SUGGESTION:

- Ask students to bring to class three pictures that in some way show the values of the people depicted in them. Ask students to show their pictures and identify the values portrayed. Discuss with students whether they brought pictures that show their own values.

D. Provide students with information and assignment sheets.

E. Discuss information and assignment sheets.

1. Use Section I of the Information Sheet to introduce terms and definitions; relate the terms and definitions to other parts of the unit.

2. Point out to the students that there are basic kinds of decisions. Use Information Sheet, Sections III through V and Assignment Sheet #1.

SUGGESTIONS:

- When discussing Information Sheet, Sections III and IV, allow students to think about the kinds of personal decisions that they may make during a day.
- Have students list the decisions and categorize them as to general areas affected by the decisions. Then ask students to list the resources that they used in making the decisions.
- When discussing Information Sheet, Section V and Assignment Sheet #1, make it clear to the students that one does not go through all of the decision-making steps for every decision that is made. The students should understand that careful thought should be given before making major decisions that affect their lives and the lives of others.

## SUGGESTED ACTIVITIES

- When students complete Assignment Sheet #1, have them go through the decision-making steps before they respond to the case studies.

3. Use Information Sheet, Section VI to discuss with students the influences that affect personal decisions.

   SUGGESTIONS:

   - Have students bring in newspaper or magazine articles that could influence a personal decision.

     EXAMPLES: Newspaper editorials, *Consumer Reports* articles

   - Have students give examples of how their personal resources have affected the decisions that they have made.

4. Emphasize that there are severe consequences when one does not think through life-shaping decisions. Use Information Sheet, Section VII.

   SUGGESTION:

   - For each area in Information Sheet, Section VII, have students recall instances in which people have made unworkable decisions.

5. Point out to the students that there is a great difference between love and infatuation. Use Information Sheet, Section VIII and Assignment Sheet #2.

   SUGGESTIONS:

   - When discussing Information Sheet, Section VIII, share the following letter from Ann Landers.

     (NOTE: In the seventh paragraph of this reading, Ann Landers refers to sexual excitement and intimacy. Please point out to your students that they may have intimate relations with a person without sexual involvement. Also explain that while the piece is written from a female point of view, males are just as likely to become infatuated as females.)

## SUGGESTED ACTIVITIES

### LOVE OR INFATUATION?

Infatuation is instant desire. It is one set of glands calling to another. Love is friendship that has caught fire. It takes root and grows — one day at a time.

Infatuation is marked by a feeling of insecurity. You are excited and eager, but not genuinely happy. There are nagging doubts, unanswered questions, little bits and pieces about your beloved that you would just as soon not examine too closely. It might spoil the dream.

Love is quiet understanding and the mature acceptance of imperfection. It is real. It gives you strength and grows beyond you — to bolster your beloved.

You are warmed by his presence, even when he is away. Miles do not separate you. You want him nearer. But near or far, you know he is yours and you can wait.

Infatuation says, "We must get married right away. I can't risk losing him."

Love says, "Be patient. Don't panic. He is yours. Plan your future with confidence."

Infatuation has an element of sexual excitement. If you are honest, you will admit it is difficult to be in one another's company unless you are sure it will end in intimacy.

Love is the maturation of friendship. You must be friends before you can be lovers.

Infatuation lacks confidence. When he's away, you wonder if he's cheating. Sometimes you even check.

Love means trust. You are calm, secure and unthreatened. He feels that trust, and it makes him even more trustworthy.

Infatuation might lead you to do things you'll regret later, but love never will.

Love is an upper. It makes you look up. It makes you think up. It makes you a better person than you were before.

*Ann Landers*

Used with permission of News America Syndicate from Ann Landers, as seen in *The Daily Oklahoman*.

## SUGGESTED ACTIVITIES

- When students are completing Assignment Sheet #2, ask them to think back to past experiences that they have had with love. Encourage them to decide whether what they were feeling was infatuation or love.

6. Emphasize that being intimate with someone does not mean that one has to be involved sexually with the person. Use Information Sheet, Section IX and Assignment Sheet #3.

SUGGESTIONS:

- When discussing Information Sheet, Section IX relate to students that they may reach each level of intimacy with people each day.
- Ask students to identify the levels of intimacy that they have reached with people during the past day.
- When students have completed Assignment Sheet #3, allow them to discuss their observations with other class members.

7. Combine Information Sheet, Sections X and XI. Invite a resource person to discuss the reproductive organs and the different types of birth control.

EXAMPLES: County health nurse, school nurse, doctor

8. Make students aware of the responsibilities that accompany sexual activity. Use Information Sheet, Sections XII and XIII and Assignment Sheet #4.

SUGGESTIONS:

- Discuss Information Sheet, Section XII. Ask students to discuss the importance of each of the responsibilities listed in Section XII. Ask them to discuss the consequences of not being responsible.
- When discussing Information Sheet, Section XIII, point out to the students that all of these problems do not occur with every teenage pregnancy.
- When students complete Assignment Sheet #4, allow them to share their responses with other members of the class.

## SUGGESTED ACTIVITIES

9. Discuss drug abuse and its consequences; combine Information Sheet, Sections XIV through XVI and Assignment Sheets #5 and #6.

   SUGGESTIONS:

   - When students complete Assignment Sheet #5, emphasize to them that they should not yield to peer pressure when it comes to drug abuse.
   - Make students aware of drug-related media messages so that they can complete Assignment Sheet #6.

     EXAMPLES: Lyrics of some songs, cigarette and liquor advertisements, actions of characters portrayed in television and in movies
   - Invite a resource person such as a social worker from the Department of Human Services, to speak to the students on drug abuse and what they can do to help prevent it.

F. Develop appropriate learning activities for special needs students.

G. Give test.

H. Reteach and retest if necessary.

III. Unit references

A. Craig, Hazel Thompson. *Thresholds to Adult Living.* Peoria, Illinois: Chas. A. Bennett Co., Inc., 1976.

B. Craig, Hazel Thompson. *Thresholds to Adult Living.* Peoria, Illinois: Chas. A. Bennett Co., Inc., 1978.

C. Newman, Aline A. *Choosing a Marriage Partner.* Tony, Wisconsin: Homemaking Research Laboratories, 1979.

D. Ryder, Verdene. *Contemporary Living.* South Holland, Illinois: Goodheart-Willcox Company Inc., 1979.

E. Sasse, Connie R. *Person to Person.* Peoria, Illinois: Chas. A. Bennett Co., Inc., 1978.

F. Sasse, Connie R. *Person to Person Student Guide.* Peoria, Illinois: Chas. A. Bennett Co., Inc., 1978.

G. Sasse, Connie R. *Person to Person Teacher's Guide.* Peoria, Illinois: Chas. A. Bennett Co., Inc., 1978.

# PERSONAL DECISIONS
# UNIT II

## INFORMATION SHEET

I. Terms and definitions

   A. Intuition — Ability to perceive or know things without conscious reasoning

   B. Infatuation — Strong attraction that may begin and end quickly

   C. Intimacy — Establishment of close, stable relationships with others

   D. Drug abuse — Improper use of a substance; often leads to addiction and harmful side effects

   E. Drug use — Taking of a drug for its intended purpose in the appropriate amount, frequency, strength, and manner

   F. Drug misuse — Taking of a drug for its intended purpose but not in the appropriate amount, frequency, strength, or manner

   G. Euphoria — Feeling of vigor, well-being, or high spirits

II. Types of decisions

   A. Impulsive

   B. Reflective

   C. Workable or useful

   D. Unworkable or not useful

III. General areas affected by personal decisions

   A. Social life

   EXAMPLES: Dating a particular person; or choosing a particular life-style, job, or career

   B. Physical well-being

   EXAMPLES: Using drugs; becoming sexually active, physically fit, fat, or thin; using birth control

## INFORMATION SHEET

C. Emotional well-being

EXAMPLES: Recognizing difference between love and infatuation; choosing a life-style; selecting a mate; gambling

D. Educational status

EXAMPLES: Quitting high school or finishing high school; getting specialized training to prepare for a job or a career

IV. Personal resources for decision making

A. Common sense

(NOTE: People who use common sense evaluate all the alternatives.)

B. Intuition

(NOTE: People who use intuition follow their instincts or feelings for making decisions.)

C. Ability to learn

(NOTE: When faced with a decision, a person has the responsibility to gather as many facts as possible before making the decision. A person needs to be aware of all the alternatives.)

V. Steps in making decisions

A. Identify the exact decision that is to be made

EXAMPLES: Which color car to buy; what career to choose

B. Identify the options and their possible consequences

EXAMPLES: Color on a red car would fade before color on a green car would.

Job opportunities in some areas may be better in home economics than in accounting.

C. Consider choices

EXAMPLES: Whether to buy a green car or a red car; whether to go into home economics or accounting

## INFORMATION SHEET

D. Make the choice

(NOTE: Making the choice involves thinking about what is most important to you. The following questions should be answered: Which option has the most rewards for you in terms of satisfaction and growth? Which possibility has the most negative results? Which choice will help you become the best person you can become?)

E. Take responsibility for decision

(NOTE: Too often, choices are made with little or no thought for the consequences. We often blame other people for our wrong decisions.)

VI. Influences that affect personal decisions

A. Media

EXAMPLE: The news media can influence the way a person may vote in a presidential election.

B. Personal resources

C. Values

D. Goals

E. Facts

F. Experiences

G. Opinions of others

EXAMPLES: The opinions of a very close friend, a television personality, a politician

H. Unanticipated events

EXAMPLES: Death of a parent, war, illness, pregnancy

I. Printed reference materials

EXAMPLE: *Consumer Reports*

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## INFORMATION SHEET

VII. Areas and consequences of making decisions

(NOTE: There are many consequences when unworkable personal decisions are made. What may be a workable decision for one person may be unworkable for someone else. Careful thought should be given to the decisions made in the following areas. An unworkable decision could cause problems for the rest of a person's life.)

A. Career choices

1. Could cause unhappiness with job

2. May have to spend money and time retraining

B. Drug abuse

1. Could cause life-long dependency

2. Could cause death due to overdose

C. Premarital sex

1. Could result in feelings of guilt

2. Could result in venereal disease

EXAMPLES: Syphilis, gonorrhea

3. Could result in pregnancy

D. Goal and value choices

1. Could cause life-long decision to be wrong

(NOTE: Attaining the wrong goals or living by others' values can bring much unhappiness.)

2. Could keep person from achieving his or her potential

E. Life-style choices

1. Could result in society's disapproval

(NOTE: The person who chooses a life-style that society says is undesirable, must be ready to accept negative criticism.)

2. Could lead to guilt and shame

(NOTE: What seems to be the desirable thing to do at one time in a person's life may come back to haunt that person in later years.)

## INFORMATION SHEET

VIII. Characteristics of love and infatuation

(NOTE: A young person who has not experienced many of the feelings related to being involved with another person may have difficulty distinguishing the different feelings. Careful thought is required before a decision is made that could affect the rest of a person's life.)

A. Love

1. Feeling of strong personal attachment
2. Commitment
3. Concern about welfare of other person
4. Slow and steady growth
5. Physical attraction

   (NOTE: Physical attraction is only one part of the relationship.)
6. Awareness of other person's faults, but ability to accept them as part of the total personality
7. Willingness of both partners to give of themselves generously
8. Unselfishness

B. Infatuation

(NOTE: The fact that a relationship starts out as infatuation does not mean that it is doomed. Infatuation does not prevent a relationship's turning into love.)

1. Engulfing, selfish feelings
2. Concern for self
3. No growth; attraction quickly dies
4. Strong physical attraction
5. Overlooking undesirable traits
6. Seeking rewards, but giving little in return
7. Selfishness

## INFORMATION SHEET

IX. Types of intimate relationships

(NOTE: Developing intimate relationships is important. One can develop relationships at different levels in each of the following areas.)

A. Intellectual intimacy — Relationship in which people base their relationship on exchange of words and ideas

EXAMPLE: They may discuss the new television programs or the senatorial election.

B. Physical intimacy — Relationship in which people feel comfortable with their mutual closeness and may touch or caress each other

EXAMPLE: Jim and Sue walk hand in hand because they have become close friends.

(NOTE: Many people think that physical intimacy is only sexual. However, physical intimacy includes many kinds of physical expression.)

C. Emotional intimacy — Relationship in which people are able to be completely natural with each other and show their true feelings

(NOTE: Emotional intimacy allows people to lower their social masks and get rid of their defenses.)

X. Reproductive organs

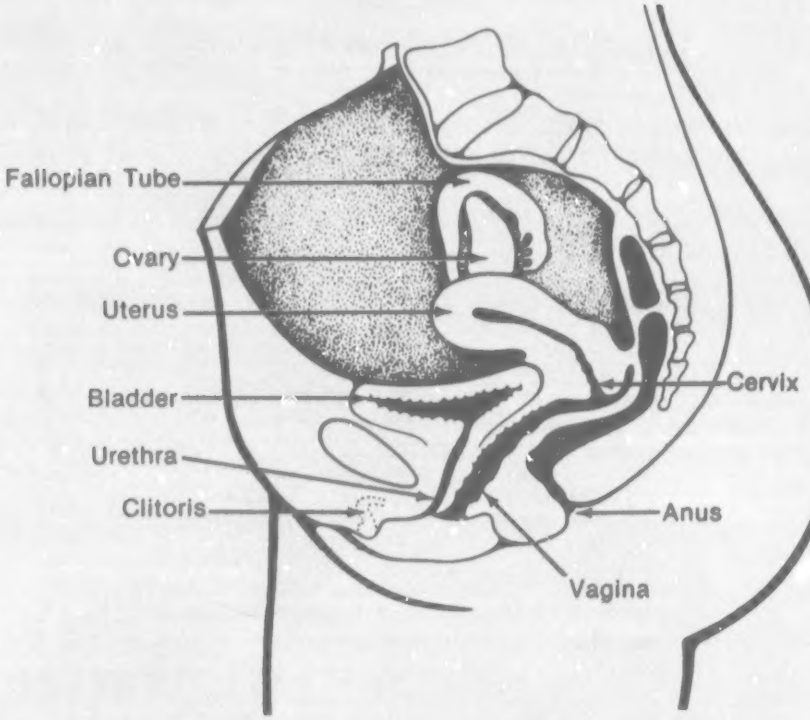
(NOTE: In order to make decisions regarding sexual activity, a person needs to have an understanding of the physical makeup of his or her own body. Pregnancy occurs when the male sperm fertilizes the female egg. Other structures such as the anus, bladder, urethra, and colon lie next to the reproductive organs and may affect their functions.)

## INFORMATION SHEET

A. Female reproductive organs (Figure 1)

EXAMPLE:

FIGURE 1


Fallopian Tube
Ovary
Uterus
Bladder
Urethra
Clitoris
Cervix
Anus
Vagina

1. Fallopian tube — Either of two slender structures next to the ovaries that catch the ovum from the ovary and move it to the uterus; conception usually occurs in the outer third of the tube
2. Uterus — Flexible, elastic, pear-shaped organ that holds and protects fetus; organ for menstruation
3. Cervix — Lower one-third of uterus
4. Vagina — Passageway that receives penis during intercourse; passageway for infant during birth; passageway for menstrual fluid
5. Clitoris — Tissue sensitive to sexual stimulation

## INFORMATION SHEET

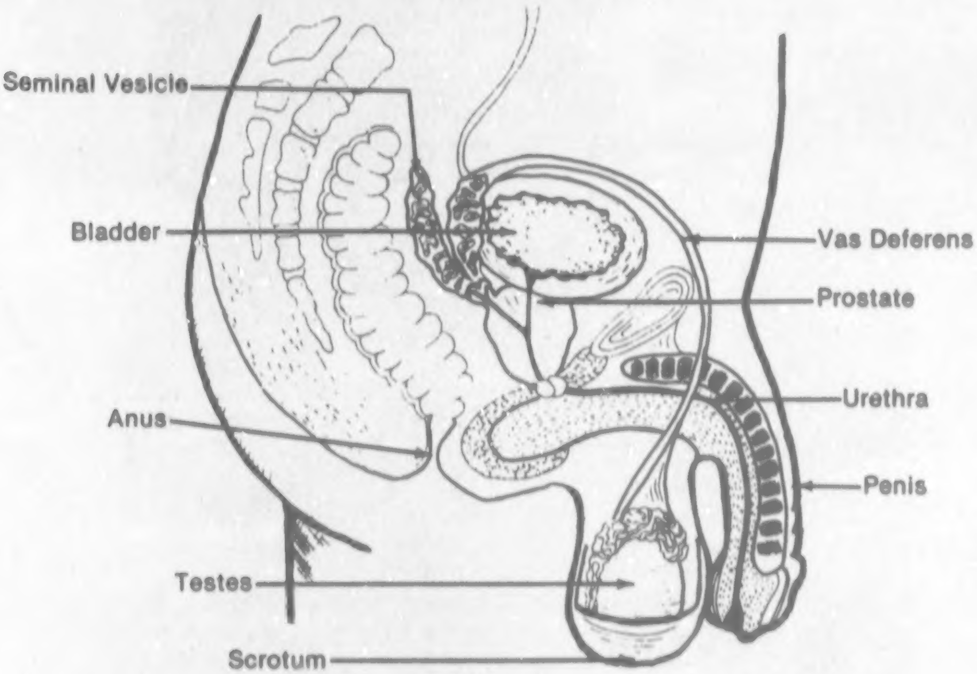
6. **Breasts** — Accessory structures that secrete milk when stimulated by hormones and suckling

7. **Ovaries** — Reproductive glands that produce hormones; glands that produce an ovum, usually once a month

B. Male reproductive organs (Figure 2)

EXAMPLE:

FIGURE 2


Seminal Vesicle
Bladder
Vas Deferens
Prostate
Urethra
Anus
Penis
Testes
Scrotum

1. **Testes** — Glands that produce sperm and the hormone testosterone

2. **Scrotum** — Pouch of skin that holds and protects the testes

3. **Vas deferens** — Tubes that transport sperm from the testes to the urethra

## INFORMATION SHEET

4. Seminal vesicles — Glands that add important nutrients to semen

5. Prostate — Gland that secretes fluid that helps sperm to be more mobile; contracts smooth muscle that aids in ejaculation

6. Urethra — Tube that carries semen into vagina during intercourse; carries urine from the bladder

7. Penis — Organ that contains urethra; used to penetrate the vagina and deposit sperm near the cervix

XI. Methods of birth control

(NOTE: Some factors to consider when selecting a method of birth control include safety, effectiveness, convenience, cost, and personal preference.)

A. Nonprescriptive

(NOTE: Nonprescriptive birth control methods are generally not as effective in protecting against pregnancy as those methods prescribed by a doctor.)

1. Condom — Contraceptive that fits over the erect penis and traps semen so that no sperm enter the vagina

   (NOTE: The condom is inexpensive, widely available, easy to carry and use, and there are no side effects. The condom is the only male contraceptive and is the only contraceptive that protects against venereal disease.)

2. Chemical barrier (spermicide) — Contraceptive in the form of foam, cream, or jelly that is inserted into the vagina and contains chemicals that immobilize and kill sperm

   (NOTE: Chemical barrier contraceptives are inexpensive and readily available. Feminine hygiene products are sometimes confused with chemical barrier contraceptives. Feminine hygiene products are only cleansers and deodorants and *not* a method of birth control. Also, douching is not to be considered a method of birth control.)

3. Rhythm — Method of birth control based on abstinence of intercourse during the period of the female reproductive cycle when the egg is available for fertilization

   (NOTE: The rhythm method is not very reliable unless the female has a very regular menstrual cycle.)

## INFORMATION SHEET

4. Withdrawal — Method of birth control in which the male withdraws his penis before ejaculation

   (NOTE: This method is very unreliable because it depends on the male's not ejaculating in the vagina or near the pubis or thighs.)

5. Abstinence — Avoiding sex entirely

   (NOTE: Of course this method is 100 percent effective in preventing pregnancy.)

B. Prescriptive

1. Oral contraceptive (the Pill) — Contraceptive in which synthetic hormones are used to prevent ovulation or to alter the uterine lining so that pregnancy does not occur

2. Intrauterine device (IUD) — Contraceptive in which a device is placed within the uterus to prevent the fertilized egg from attaching to the uterine wall

   (NOTE: IUDs must be inserted by a doctor.)

3. Diaphragm — Contraceptive in the form of a thin rubber cup that fits over the cervix to block the sperm from reaching the egg

   (NOTE: A diaphragm must be used with a spermicide.)

C. Surgical

(NOTE: Surgical sterilization is 99.9 percent effective in birth control. Although some surgical techniques have been perfected for reversing the vasectomy and the tubal ligation, both forms of birth control should be considered permanent.)

1. Vasectomy — Operation for males whereby the tubes that carry the sperm to the penis are cut and tied

2. Tubal ligation — Operation for females whereby the Fallopian tubes are tied, cut, or sealed to prevent the egg's traveling through the tube to the uterus

## INFORMATION SHEET

XII. Responsibilities that accompany the decision to become sexually active

A. To yourself

(NOTE: Maintaining your moral standards means being true to what you have learned is right and wrong. If your moral standards tell you that being sexually active before marriage is wrong, then a decision to become sexually active may result in guilt feelings.)

B. To your partner

(NOTE: Being honest with your partner means not using sex to "hold" a dating partner or to be popular. It also means not lying about using contraceptives, having a venereal disease, or any other matter of importance in your relationship.)

C. To your health and to that of your partner

(NOTE: Venereal disease is transmitted by sexual intercourse. It is your responsibility not to transmit venereal disease, and therefore, not to have intercourse with a partner when you know that one of you has a venereal disease.)

D. To the possible child

(NOTE: In the event you do decide to become sexually active, you should be ready to assume the responsibility of pregnancy. You need to be able to support the child with money and love. Having a child accidentally is not being responsible to yourself, your partner, or to the child.)

XIII. Consequences related to teenage pregnancies

(NOTE: There are exceptions to each problem related to teenage pregnancy. There are many couples who marry as teenagers and have very successful marriages.)

A. Marriage may be forced to occur at a time not planned

(NOTE: The beautiful wedding that had been planned at one time may no longer seem appropriate, or there may be no time for planning.)

B. Mother may have to decide whether to raise the child alone or to give it up for adoption

C. Couple may be faced with the overwhelming expenses of having a baby

(NOTE: In many cases, the initial cost of a pregnancy for low-income couples is paid by a social welfare department. Welfare departments are funded by tax dollars.)

## INFORMATION SHEET

D. Individual goals set by the couple may no longer be attainable

(NOTE: Teenage parents are less likely to attain educational goals, more likely to have lower income and occupational status, and more likely to go on welfare.)

E. In-law relationships may be marred

(NOTE: The parents of the couple may be resentful toward their child's marriage partner for having brought about a marriage they did not want or viewed as too early.)

F. Couple may retain resentment for each other throughout their married relationship

(NOTE: Often, the couple is not compatible enough for marriage.)

G. A child may be born with birth defects

H. Possibility of child abuse may be increased

XIV. Possible physical results of drug abuse

(NOTE: The words *chemical abuse* are often used when referring to drug abuse. Chemical abuse also refers to the sniffing of glue and paint products, and the abuse of such substances as caffeine.)

A. Serious or fatal injury

(NOTE: Many traffic accidents are caused by people who are abusing drugs. Often these accidents result in very serious injury to the people involved.)

B. Reactions

(NOTE: One person may be cured by the same drug that gives someone else an allergic reaction or causes addiction.)

C. Birth defects

(NOTE: Drug addiction can cause newborn babies to be born deformed or addicted to drugs. The babies will go through the same withdrawal that an abuser would if he or she decided to stop taking the drug.)

D. Mental and physical addiction

E. Unpleasant withdrawal symptoms

F. Change in physical appearance and emotions

## INFORMATION SHEET

XV. Problems related to drug abuse

(NOTE: The best defense against drug abuse is the ability to say "no.")

A. Drug abuse may be illegal

(NOTE: Some people will abuse prescription drugs obtained legally, but the harm to their body is just as damaging as that with drugs obtained illegally.)

B. Content of illegal drugs is not controlled

(NOTE: When drugs are bought illegally, there is no governmental inspection of their content. A person takes a big gamble on what he or she is getting and its effects.)

C. User often commits criminal acts to support drug habit

EXAMPLE: Stealing, selling drugs

D. Tolerance for drug can be built up

(NOTE: When a tolerance is built up for a drug, it cannot do the abuser any good when it is needed to cure an illness.)

XVI. Types and classes of drugs and their effects

(NOTE: When a person becomes an alcoholic or a drug addict, he or she must be treated like anyone else who has an illness or disease. The only difference is that this person could have made the decision not to take the drug in the first place.)

A. Nicotine — Acts as a stimulant by speeding heart and breathing rates while at the same time cutting appetite

(NOTE: Nicotine is one of the most widely used drugs, and is found in the leaves of the tobacco plant.)

B. Alcohol — Acts as a depressant by slowing down body processes such as muscle control; causes slurred speech and stumbling

(NOTE: Many people think that alcohol is a stimulant because they feel excited or emotional at first.)

C. Depressant — Has a calming effect by slowing down body's entire system

EXAMPLES: Barbiturates, tranquilizers, sedatives, alcohol

## INFORMATION SHEET

D. Stimulant — Speeds up central nervous system; gives a feeling of increased mental power that often leads to overestimation of power; gives a feeling of euphoria

EXAMPLES: Cocaine, amphetamines, caffeine, nicotine

E. Narcotic — Gives a false feeling of relief from tension; reduces hunger drive and sex drive; tolerance to the drug quickly builds

EXAMPLES: Heroin, opium, codeine

F. Hallucinogen — Causes both physical and mental reactions; mental changes cannot be predicted; reality and perception are distorted in unusual and unlikely ways

EXAMPLES: LSD, peyote, mescaline, PCP (angel dust)

# PERSONAL DECISIONS
# UNIT II

## ASSIGNMENT SHEET #1 — RESPOND TO DECISION-MAKING SITUATIONS

NAME ________________________________ SCORE ____________

Every hour of your life you make decisions. You made a decision about what to wear today. You made a decision about your part-time job, and a decision about how much time to spend watching television.

Some decisions should take only a few minutes to decide, while others should be given a great deal of thought. What to order from a menu should take only a few minutes, but what classes to take next year at school should be given more thought.

PART I

Read the following situations and respond as if you were giving advice to a friend. Remember, it is important to make a decision that is workable for you.

(NOTE: The "advice giver" in the following situations should consider the other person's personality traits, and give only advice that is in the other person's best interest.)

A. The prom is two weeks away, and your friend Lavern has a date. She is not really excited, but at least she will have a date. Then three days later the person she would really like to go to the prom with calls and asks her to the prom. Lavern does not know what to do. She has come to you for advice.

What advice would you give Lavern? Why?

________________________________________________

________________________________________________

________________________________________________

________________________________________________

________________________________________________

## ASSIGNMENT SHEET #1

B. The television movie that your kid brother has been waiting to see for months will be shown tonight. Your brother comes home from school very upset. During history class his teacher has announced that the nine week's test has been rescheduled for the next day. Your brother asks you what he should do.

What advice would you give your brother? Why?

C. Your friend Seth asks you what you think he should do. One of his girlfriends is trying to talk him into going on an overnight camping trip with a group from school. Since his parents are out of town, his friend says they will never know.

What advice would you give Seth? Why?

D. Your friend Sally has a problem. She has been invited to a lake party by the boy she has been wanting to date for months. He has promised her a good time because there will be plenty of beer and other good "stuff." Sally wants to go, but wants your advice on what you think she should do.

What advice would you give to Sally? Why?

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## ASSIGNMENT SHEET #1

E. Your friend Pete comes to you with a problem. He has been offered marijuana by one of his friends.

What advice would you give to Pete? Why?

F. Your sixteen-year-old friend Patty comes to you for advice. Her boyfriend is trying to get her to have sexual intercourse. Patty does not know what to do. She has been dating him for about one month and really likes him a lot.

What advice would you give Patty? Why?

G. One member of the group that your friend Brad was with shoplifted tapes from the record department at the shopping center. Brad is worried.

What advice would you give to Brad? Why?

## ASSIGNMENT SHEET #1

### PART II

When making decisions, you should take into account everything that is involved. When you can weigh the probable outcome of your decision against your personal goals and values, you will be on the way toward reasoning.

Consider the situations for which you gave advice in Part I, and then answer the following questions.

A. Did you give advice in any of the situations that you would not want your parents to know about?______________________________

If so, which situations and why?______________________________

______________________________

B. Did you advise a decision in any of the situations that could be emotionally or physically harmful?

List any decisions that would be emotionally harmful.

______________________________

______________________________

List any decisions that could be physically harmful.

______________________________

______________________________

C. Could any of the advice that you gave have a negative effect on a person's entire future?

If so, what advice and why?

______________________________

______________________________

______________________________

D. Did you give advice that you would not be willing to receive?

Explain your answer.______________________________

______________________________

______________________________

# PERSONAL DECISIONS
## UNIT II

## ASSIGNMENT SHEET #2 — DESCRIBE FEELINGS ABOUT LOVING RELATIONSHIPS

NAME ______________________________ SCORE ______________

Infatuation is often mistaken for love. A young person who has not experienced either love or infatuation may have difficulty distinguishing between the two.

The definition of love mentions strength and lasting qualities; while, according to some definitions, infatuation is not love at all, but merely an imitation of the real thing. Infatuation may exaggerate the loved one's virtues and minimize his or her faults. Love is relatively steady and secure. Infatuation is hasty and changeable.

A. Describe your feelings about loving relationships by checking the blanks before the following descriptions that best describe how you feel about loving relationships.

| | |
|---|---|
| _____ I feel happiest when we are together | _____ I feel good even when we are apart |
| _____ I feel uneasy if my friend is alone with a cute member of the opposite sex | _____ I trust my friend even with members of the opposite sex |
| _____ I feel dreamy and unable to concentrate | _____ I feel energetic and purposeful |
| _____ We only enjoy each other's company when alone together | _____ We enjoy each other's company in the presence of others |
| _____ I feel weak and jittery | _____ I feel calm and contented |
| _____ I do the things that my friend likes to do | _____ We share common interests |
| _____ I feel nervous and fluttery when meeting my friend | _____ I feel at ease and comfortable |
| _____ My friend and I have different goals | _____ My friend I and have similar goals |

Adapted with permission of Homemaking Research Laboratories, Tony, Wisconsin.

## ASSIGNMENT SHEET #2

| | |
|---|---|
| _____ I care a great deal about how my friend looks | _____ I feel that the physical appearance of my friend is not really important |
| _____ I live for the present | _____ We plan jointly for the future |
| _____ When making plans, I think of my own needs and wants first | _____ When making plans, I think of my friend's needs and wants first |
| _____ I am not concerned with my friend's ideas | _____ I know and respect my friend's ideas |
| _____ Sometimes I feel ashamed of my friend | _____ I feel proud of my friend |
| _____ Sometimes I "put down" my friend in public | _____ I like to show my friend off |
| _____ I remember the instant when I fell in love | _____ I think that falling in love was a gradual thing for me |
| _____ I have difficulty explaining just what I love about my friend | _____ I am able to describe exactly why I love my friend |

Adapted with permission of Homemaking Research Laboratories, Tony, Wisconsin.

B. Which column had the most checks, the left-hand column or the right-hand column?______________________

(NOTE: The left-hand column indicates infatuation characteristics rather than those of a deep and lasting love. The main difference between infatuation and love is that love will form the basis of a long, lasting relationship; but, infatuation, while intense, often reaches a peak quickly and then burns itself out completely. Infatuation dies when the excitement fades. Love does not depend on such external factors.)

C. If two people who were merely infatuated married, what problems do you think they would encounter?

______________________________________________________________

______________________________________________________________

______________________________________________________________

______________________________________________________________

______________________________________________________________

# PERSONAL DECISIONS
## UNIT II

## ASSIGNMENT SHEET #3 — RECORD OBSERVATIONS OF INTELLECTUAL, PHYSICAL, AND EMOTIONAL INTIMACY

NAME ______________________________ SCORE ____________

Developing good relationships is important. You probably have friends with whom you have experienced all types and levels of intimacy.

You must be very careful when making the decision as to the type of intimacy you want to develop with a person. Intellectual intimacy is very easy to develop. If you are able to have a conversation that is more than casual with another person, you have developed intellectual intimacy.

When considering physical intimacy, it is important to keep in mind that you can develop physical intimacy without sexual involvement. Physical intimacy may be displayed between friends by a kiss, an affectionate hug, or a pat on the back.

Emotional intimacy is the deepest level of intimacy. At this level you have the ability to share your innermost feelings and thoughts with another person. You are able to do this without being afraid of embarassment, and you know that your partner will not share your thoughts and feelings with anyone else.

Observe people interacting in such public places as a shopping mall, a school, the theater, or a restaurant. Record your observations of intellectual, physical, and emotional intimacy.

A. Intellectual intimacy ______________________________

______________________________

______________________________

______________________________

______________________________

B. Physical intimacy ______________________________

______________________________

______________________________

______________________________

______________________________

## ASSIGNMENT SHEET #3

C. Emotional intimacy ________________________________________

D. Which one of the areas of intimacy was the most difficult to observe and record?

Why? __________________________________________________

# PERSONAL DECISIONS
# UNIT II

## ASSIGNMENT SHEET #4 — RESPOND TO CASE STUDIES CONCERNING DECISIONS

NAME ______________________________ SCORE ____________

Your values strongly influence your decisions, particularly those decisions concerning sexual behavior. You need to think about how you can cope with your sexual feelings, live by values that you think are important, and also meet your sexual responsibilities. You should also remember the risks of becoming heavily involved in sexual activity: guilt feelings, venereal disease, and pregnancy.

Respond to the following case studies.

### Case Study #1

> Jean has a deep affection for Buster and they hope to marry some day. She does not want to consider marriage for a long time because she feels that being married would make her educational goals much harder to attain. Buster has been trying to get Jean to make a sexual commitment to him. Now Buster says that if Jean will not have intercourse with him, he will start dating someone who cares enough for him to make him happy.

A. What do you think is the best activity for Jean? Why? ____________________

## ASSIGNMENT SHEET #4

### Case Study #2

Eric has the belief that all people should make decisions regarding their life based on careful consideration of their own values and standards. Eric feels that couples should wait until marriage before having sex. Four weeks ago, Eric met Penny, the "girl of his dreams." Eric is tremendously attracted to Penny. Eric and Penny do not seem to have a lot of the same interests; but when they are together, their sexual attraction is very strong. It is easy to be with Penny because she is not shy and she encourages a lot of closeness.

While on a date last night, things got out of control as Eric and Penny were kissing and holding each other. They ended the evening having sexual intercourse. The next morning Eric felt very guilty and ashamed of himself because he had done something that he felt was wrong for him at this time in his life. He wondered if he had been a very responsible person to himself or to Penny.

B. What do you think Eric should do about his relationship with Penny? Why?________

## PERSONAL DECISIONS
## UNIT II

## ASSIGNMENT SHEET #5 — EXPLORE FEELINGS ABOUT DRUG ABUSE

NAME ______________________________ SCORE ______________

The entire area of drug use is surrounded by controversy. Just knowing the facts about a drug is not enough. An individual must be ready to make the decision to use drugs properly.

Explore your feelings about drug misuse and abuse by answering *yes* or *no* to the following questions.

A. _____ Do you think that taking drugs frequently could help solve your problems?

_____ Do you think that the effects of drugs could cause you to do something of which you would be ashamed?

_____ Do you think that you could handle drugs better than your friends could?

_____ Do any of your friends misuse or abuse drugs?

_____ If any of your friends misuse or abuse drugs, do they put pressure on you to abuse drugs?

_____ Does it make you angry when someone tells you the dangers of drug misuse?

_____ Have you ever seen the bad effects that drug misuse or abuse can have?

_____ Do you think that occasionally smoking a marijuana cigarette or occasionally getting drunk is okay?

B. Is drug abuse dangerous? ______________________________

Explain your answer. ______________________________

______________________________

______________________________

______________________________

______________________________

______________________________

______________________________

## ASSIGNMENT SHEET #5

C. Think about the answers that you gave in A and B. Do you think that you can make the right decision about drug use in general? Explain your answer.

____________________________________________

____________________________________________

____________________________________________

____________________________________________

____________________________________________

# PERSONAL DECISIONS
# UNIT II

## ASSIGNMENT SHEET #6 — RECORD DRUG-RELATED MEDIA MESSAGES

NAME ______________________________ SCORE ______________

Adolescent years are trying at best. You are establishing your self-confidence and becoming a secure person. There are many influences with which you must deal. Influences from your peer group and from the media are just a few. These influences can interfere with your ability to make decisions.

During the next twenty-four-hour period, record all the drug-related media messages that you receive. Try to record at least ten.

(NOTE: Record any media messages about liquor or over-the-counter drugs. Record messages about smoking, drinking, or abusing drugs as depicted by characters on television shows. Also record any drug-related messages that you see in magazines, newspapers, or on billboards.)

A. Record drug-related messages that you received in the last twenty-four hours by completing the following chart.

| Media | Type of Drug | Who Was Using the Drug? | Was There Peer Pressure to Use the Drug? |
|---|---|---|---|
| EXAMPLE: Television | Alcohol | Adults at a party | Yes |
| | | | |
| | | | |
| | | | |
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## ASSIGNMENT SHEET #6

B. What television shows did you watch that had drug-related messages either in commercials or as part of the show?

______________________________________________

______________________________________________

______________________________________________

1. Were the people sending these messages glamorous and surrounded by beautiful settings?______________________________

2. If so, why do you feel that they were put in these types of settings?__________

______________________________________________

______________________________________________

______________________________________________

C. What different over-the-counter drugs were advertised?__________________

______________________________________________

______________________________________________

______________________________________________

1. Do you consider over-the-counter drugs to be dangerous?__________

2. Why or why not?______________________________

______________________________________________

D. How many people did you see smoking during your observations?__________

E. How many did you see drinking alcoholic beverages?__________________

F. Do you feel that the media is a big influence on drug use, misuse, and abuse?______

Explain your answer.______________________________

______________________________________________

______________________________________________

______________________________________________

______________________________________________

# PERSONAL DECISIONS
## UNIT II

## ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #1 — Completed to the satisfaction of the instructor

Assignment Sheet #2 — Completed to the satisfaction of the instructor

Assignment Sheet #3 — Completed to the satisfaction of the instructor

Assignment Sheet #4 — Completed to the satisfaction of the instructor

Assignment Sheet #5 — Completed to the satisfaction of the instructor

Assignment Sheet #6 — Completed to the satisfaction of the instructor

# PERSONAL DECISIONS
## UNIT II

## TEST

NAME ________________________________________ SCORE ________________

1. Match to their correct definitions terms associated with personal decisions. Write the correct numbers in the blanks.

_____a. Establishment of close, stable relationships with others

_____b. Strong attraction that may begin and end quickly

_____c. Feeling of vigor, well-being, or high spirits

_____d. Improper use of a substance; often leads to addiction and harmful side effects

_____e. Taking of a drug for its intended purpose in the appropriate amount, frequency, strength, and manner

_____f. Taking of a drug for its intended purpose but not in the appropriate amount, frequency, strength, or manner

_____g. Ability to perceive or know things without conscious reasoning

1. Drug use
2. Euphoria
3. Intuition
4. Drug abuse
5. Infatuation
6. Drug misuse
7. Intimacy

2. List types of decisions.

a. ________________________________________________

b. ________________________________________________

c. ________________________________________________

d. ________________________________________________

3. Select from the following list general areas affected by personal decisions. Write an "X" in the blank before each correct answer.

_____a. Social life

_____b. Physical well-being

## TEST

_____c. Emotional well-being

_____d. Educational status

4. List personal resources for decision making.

a. ______________________________

b. ______________________________

c. ______________________________

5. Arrange in order the steps in making decisions. Write a "1" before the first step, a "2" before the second step, and so on.

_____a. Make the choice

_____b. Identify the exact decision that is to be made

_____c. Take responsibility for decision

_____d. Consider choices

_____e. Identify the options and their possible consequences

6. List five influences that affect personal decisions.

a. ______________________________

b. ______________________________

c. ______________________________

d. ______________________________

e. ______________________________

7. Discuss areas and consequences of making decisions. Discuss one from each category.

a. Career choices — ______________________________

______________________________

______________________________

## TEST

b. Drug abuse — ______________________________

______________________________

______________________________

c. Premarital sex — ______________________________

______________________________

______________________________

d. Goal and value choices — ______________________________

______________________________

______________________________

e. Life-style choices — ______________________________

______________________________

______________________________

8. Distinguish between characteristics of love and infatuation. Write an "L" in the blanks before characteristics of love and an "I" in the blanks before characteristics of infatuation.

_____a. Engulfing, selfish feelings

_____b. Feeling of strong personal attachment

_____c. Concern about welfare of other person

_____d. Concern for self

_____e. No growth; attraction quickly dies

_____f. Slow and steady growth

_____g. Physical attraction

_____h. Strong physical attraction

_____i. Awareness of other person's faults, but ability to accept them as part of the total personality

_____j. Willingness of both partners to give of themselves generously

## TEST

______k. Overlooking undesirable traits

______l. Unselfishness

______m. Seeking rewards, but giving little in return

______n. Selfishness

______o. Commitment

9. Match types of intimate relationships to their correct descriptions. Write the correct numbers in the blanks.

______a. Relationship in which people base their relationship on exchange of words and ideas

______b. Relationship in which people feel comfortable with their mutual closeness and may touch or caress each other

______c. Relationship in which people are able to be completely natural with each other and show their true feelings

1. Emotional intimacy
2. Intellectual intimacy
3. Physical intimacy

10. Match female and male reproductive organs to their correct functions/descriptions. Write the correct numbers in the blanks.

**Female reproductive organs**

______a. Either of two slender structures next to the ovaries that catch the ovum from the ovary and move it to the uterus; conception usually occurs in the outer third of the tube

______b. Flexible, elastic, pear-shaped organ that holds and protects fetus; organ for menstruation

______c. Lower one-third of uterus

______d. Passageway that receives penis during intercourse; passageway for infant during birth; passageway for menstrual fluid

______e. Tissue sensitive to sexual stimulation

______f. Reproductive glands that produce hormones; glands that produce an ovum, usually once a month

______g. Accessory structures that secrete milk when stimulated by hormones and suckling

1. Clitoris
2. Cervix
3. Fallopian tube
4. Uterus
5. Breasts
6. Ovaries
7. Vagina

## TEST

**Male reproductive organs**

_____a. Glands that produce sperm and the hormone testosterone

_____b. Tubes that transport sperm from the testes to the urethra

_____c. Pouch of skin that holds and protects the testes

_____d. Tube that carries semen into vagina during intercourse; carries urine from the bladder

_____e. Gland that secretes fluid that helps sperm to be more mobile; contracts smooth muscle that aids in ejaculation

_____f. Organ that contains urethra; used to penetrate the vagina and deposit sperm near the cervix

_____g. Glands that add important nutrients to semen

1. Penis
2. Testes
3. Scrotum
4. Vas deferens
5. Prostate
6. Seminal vesicles
7. Urethra

11. Match methods of birth control to their correct descriptions. Write the correct numbers in the blanks.

**Nonprescriptive**

_____a. Contraceptive in the form of foam, cream, or jelly that is inserted into the vagina and contains chemicals that immobilize and kill sperm

_____b. Contraceptive that fits over the erect penis and traps semen so that no sperm enter the vagina

_____c. Method of birth control in which the male withdraws his penis before ejaculation

_____d. Method of birth control based on abstinence of intercourse during the period of the female reproductive cycle when the egg is available for fertilization

_____e. Avoiding sex entirely

1. Withdrawal
2. Abstinence
3. Chemical barrier (spermicide)
4. Condom
5. Rhythm

## TEST

**Prescriptive**

_____a. Contraceptive in which a device is placed within the uterus to prevent the fertilized egg from attaching to the uterine wall

_____b. Contraceptive in which synthetic hormones are used to prevent ovulation or to alter the uterine lining so that pregnancy does not occur

_____c. Contraceptive in the form of a thin rubber cup that fits over the cervix to block the sperm from reaching the egg

1. Intrauterine device (IUD)
2. Oral contraceptive (the Pill)
3. Diaphragm

**Surgical**

_____a. Operation for females whereby the Fallopian tubes are tied, cut, or sealed to prevent the egg's traveling through the tube to the uterus

_____b. Operation for males whereby the tubes that carry the sperm to the penis are cut and tied

1. Vasectomy
2. Tubal ligation

12. List types of responsibilities that accompany the decision to become sexually active.

a. ______________________________

b. ______________________________

c. ______________________________

d. ______________________________

13. Select from the following list consequences related to teenage pregnancies. Write an "X" in the blank before each correct answer.

_____a. Marriage may be forced to occur at a time not planned

_____b. Couple may be faced with the overwhelming expenses of having a baby

_____c. Couple will have more freedom to plan the future

_____d. Individual goals set by the couple may no longer be attainable

_____e. A child may be born with birth defects

_____f. In-law relationships may be marred

## TEST

_____g. Couple may retain resentment for each other throughout their married relationship

_____h. Possibility of child abuse may be increased

_____i. Relationship between parent and child may be better because they are close in age

_____j. Educational possibilities may be increased

_____k. Mother may have to decide whether to raise the child alone or to give it up for adoption

14. List five possible physical results of drug abuse.

a. ________________________________________

b. ________________________________________

c. ________________________________________

d. ________________________________________

e. ________________________________________

15. Select from the following list problems related to drug abuse.

_____a. Drug abuse increases user's life span

_____b. Drug abuse may be illegal

_____c. Content of illegal drugs is not controlled

_____d. Drugs are fairly inexpensive

_____e. User often commits criminal acts to support drug habit

_____f. Tolerance for the drug can be built up

## TEST

16. Match types and classes of drugs to their correct effects. Write the correct numbers in the blanks.

______a. Acts as a stimulant by speeding heart and breathing rates while at the same time cutting appetite

______b. Acts as a depressant by slowing down body processes such as muscle control; causes slurred speech and stumbling

______c. Has a calming effect by slowing down body's entire system

______d. Speeds up central nervous system; gives a feeling of increased mental power that often leads to overestimation of power; gives a feeling of euphoria

______e. Gives a false feeling of relief from tension; reduces hunger drive and sex drive; tolerance to drug quickly builds

______f. Causes both physical and mental reactions; mental changes cannot be predicted; reality and perception are distorted in unusual and unlikely ways

1. Narcotic
2. Alcohol
3. Depressant
4. Nicotine
5. Hallucinogen
6. Stimulant

(NOTE: Test questions 17-22 list the assignment sheets. They are an important part of this test. If they have not been completed, check with your instructor.)

17. Respond to decision-making situations.

18. Describe feelings about loving relationships.

19. Record observations of intellectual, physical, and emotional intimacy.

20. Respond to case studies concerning decisions.

21. Explore feelings about drug abuse.

22. Record drug-related media messages.

## PERSONAL DECISIONS
## UNIT II

## ANSWERS TO TEST

(NOTE: It may be helpful to use your blank test to make a test key. The points designated in parentheses are intended to be guidelines and should be adapted to meet the needs of each teaching/learning situation. The point total is 275.)

1. (14 points)

   a. 7

   b. 5

   c. 2

   d. 4

   e. 1

   f. 6

   g. 3

2. (4 points)

   a. Impulsive

   b. Reflective

   c. Workable or useful

   d. Unworkable or not useful

3. (8 points)

   a, b, c, d

4. (3 points)

   a. Common sense

   b. Intuition

   c. Ability to learn

5. (10 points)

   a. 4

   b. 1

## ANSWERS TO TEST

c. 5

d. 3

e. 2

6. (5 points)

Answer should include any five of the following

a. Media

b. Personal resources

c. Values

d. Goals

e. Facts

f. Experiences

g. Opinions of others

h. Unanticipated events

i. Printed reference materials

7. (15 points)

Discussion should include any one from each category

a. Career choices

1) Could cause unhappiness with job

2) May have to spend money and time retraining

b. Drug abuse

1) Could cause life-long dependency

2) Could cause death due to overdose

## ANSWERS TO TEST

c. Premarital sex

   1) Could result in feelings of guilt

   2) Could result in venereal disease

   3) Could result in pregnancy

d. Goal and value choices

   1) Could cause life-long decision to be wrong

   2) Could keep person from achieving his or her potential

e. Life-style choices

   1) Could result in society's disapproval

   2) Could lead to guilt and shame

8. (28 points)

| | | | | | |
|---|---|---|---|---|---|
| a. | I | f. | L | k. | I |
| b. | L | g. | L | l. | L |
| c. | L | h. | I | m. | I |
| d. | I | i. | L | n. | I |
| e. | I | j. | L | o. | L |

9. (6 points)

   a. 2

   b. 3

   c. 1

## ANSWERS TO TEST

10. (26 points)

**Female reproductive organs**

a. 3
b. 4
c. 2
d. 7
e. 1
f. 6
g. 5

**Male reproductive organs**

a. 2
b. 4
c. 3
d. 7
e. 5
f. 1
g. 6

11. (20 points)

**Nonprescriptive**

a. 3
b. 4
c. 1
d. 5
e. 2

**Prescriptive**

a. 1
b. 2
c. 3

**Surgical**

a. 2
b. 1

12. (4 points)

a. To yourself
b. To your partner
c. To your health and to that of your partner
d. To the possible child

## ANSWERS TO TEST

13. (20 points)

a, b, d, e, f, g, h, k

14. (10 points)

Answer should include any five of the following

a. Serious or fatal injury

b. Reactions

c. Birth defects

d. Mental and physical addiction

e. Unpleasant withdrawal symptoms

f. Change in physical appearance and emotions

15. (12 points)

b, c, e, f

16. (12 points)

a. 4

b. 2

c. 3

d. 6

e. 1

f. 5

17. Completed to the satisfaction of the instructor (21 points)

18. Completed to the satisfaction of the instructor (12 points)

19. Completed to the satisfaction of the instructor (10 points)

20. Completed to the satisfaction of the instructor (10 points)

21. Completed to the satisfaction of the instructor (10 points)

22. Completed to the satisfaction of the instructor (15 points)

# LIFE CHOICES
## UNIT I

### UNIT OBJECTIVE

After completing this unit, the student should be able to compare life choice options. The student will show this knowledge by completing the assignment sheets and unit test with minimum score of 85 percent.

### SPECIFIC OBJECTIVES

After completing this unit, the student should be able to

1. List types of life-styles.
2. List general characteristics of people who live single life-styles.
3. List factors affecting mate selection.
4. Select from a list the advantages of an engagement period.
5. Distinguish between positive and negative reasons for choosing marriage.
6. List types of mixed marriages.
7. Distinguish between reasons couples give for having and for not having children.
8. Select from a list circumstances that influence timing of parenthood.
9. Obtain information about various life-styles.
10. Compare life-styles.
11. Compare personal opinions.
12. Evaluate personal attitudes about marriage.
13. Evaluate personal attitudes toward becoming a parent.

# LIFE CHOICES
# UNIT I

## INFORMATION SHEET

I. Types of life-styles

(NOTE: Life-styles in our society are largely a question of personal choice. Each individual has the responsibility to decide upon a course that is best suited and most pleasing to her or him. Choice of a personal life-style is a continuous decision-making process that changes with the life cycle.)

A. Singleness

B. Marriage with children

C. Marriage with no children

D. Dual career/marriage

E. Contract marriage

(NOTE: A marriage contract outlines the agreement, noting how it is to be carried out, and states the responsibility of all parties. Contracts have long been used in the business world. They have also found a place in family life. The contracts may or may not be legally binding.)

F. Open marriage

(NOTE: The key to an open marriage is that partners are bound together by love rather than behavior or roles. Spouses each have their own interests and their own relationships with others. They live as people who are free to act in ways that will bring personal growth.)

G. Single parenthood

H. Communal living

(NOTE: Communal living is one life-style that has been widely publicized. This publicity is responsible for the negative image that all communes are based on drug abuse and promiscuous sex. However, a commune is a group of people who have a commitment to the group based on common needs and interests.)

I. Arranged living

EXAMPLE: College roommates in a dorm

(NOTE: This life-style is usually chosen by people of the same sex, and is usually chosen for economic convenience.)

## INFORMATION SHEET

J. Homosexual relationship

(NOTE: A person who has a sexual relationship with another person of the same sex has a homosexual life-style. Homosexuality is a controversial issue, and anyone choosing this life-style must be prepared to accept society's criticism.)

II. General characteristics of people who live single life-styles

(NOTE: For most people *single* is used to denote a young, not-yet-married person rather than a chosen life-style. In reality, the word includes a great variety of people, including divorced or widowed persons and an increasing number of people who choose to live alone for a long or permanent period.)

A. Are free to make own decisions

(NOTE: Married people often consult their spouses before making a decision.)

B. May have more personal time

(NOTE: Single people with no responsibilities for children have more time to devote to careers or to other interests. However, single people with children may have less time to devote to themselves than married people with children because they may not have anyone to share the responsibilities of rearing the children.)

C. May have living expenses that vary from those of a couple

(NOTE: Depending upon the situation, a single person may have more or less buying power than a couple. In some cases, couples are able to pool their monies and afford big purchases such as homes and cars, whereas single people may not be able to afford such purchases because they have only one income.)

D. Are independent

(NOTE: Independence may grow because of the necessity of doing things for one's self.)

E. Are able to avoid conflicts with spouse about activities and life-styles

III. Factors affecting mate selection

A. Parents' qualities

(NOTE: If your parents are warm and understanding, you will probably look for these qualities in the person you choose to marry.)

B. Similarity of values

# LIFE CHOICES
## UNIT I

## SUGGESTED ACTIVITIES

I. Unit contents

   A. Objective sheet

   B. Suggested activities

   C. Information sheet

   D. Assignment sheets

      1. Assignment Sheet #1 — Obtain Information About Various Life-Styles

      2. Assignment Sheet #2 — Compare Life-Styles

      3. Assignment Sheet #3 — Compare Personal Opinions

      4. Assignment Sheet #4 — Evaluate Personal Attitudes About Marriage

      5. Assignment Sheet #5 — Evaluate Personal Attitudes Toward Becoming a Parent

   E. Answers to assignment sheets

   F. Test

   G. Answers to test

II. Instructor's guide

   A. Order materials to supplement the unit.

      1. Film — *Do I Really Want a Child?* Color, 27 minutes, Learning Corporation of America, 1981. This film is available from Learning Corporation of America, 1350 Avenue of the Americas, New York, New York 10019.

         (NOTE: This film is available to Oklahoma teachers from the Oklahoma State Department of Health, 1000 N.E. 10th Street, Oklahoma City, Oklahoma 73152.)

      2. Magazine article—"New Directions—Can Love Be Contracted?" *Seventeen at School* (1983), p. 18.

         (NOTE: This article contains information, teaching suggestions, and activities for discussing contract marriages.)

## SUGGESTED ACTIVITIES

B. Introduce unit.

SUGGESTIONS:

- As an attention-getter, display a bulletin board titled "Do Your Life Choices Balance Your Needs?" On the bulletin board place a model of a balance scale made from poster board. On brightly colored shapes of paper write words such as *Independence, Privacy, Freedom,* and *Companionship* to represent values and needs. Place these on the pan on one side of the balance scale. On the other side of the scale place brightly colored pieces of paper with life-styles written on them from Section I of the Information Sheet.
- Help students focus on different life-styles. Point out the consequences of selecting a life-style that society judges harshly.

  EXAMPLES: Cohabitation, homosexual relationship

C. Provide students with objective sheet.

D. Discuss unit and specific objectives.

E. Provide students with information and assignment sheets.

F. Discuss information and assignment sheets. Discuss the wide variety of life-styles from which people can choose.

1. Combine Information Sheet, Section I and Assignment Sheets #1 and #2.

   SUGGESTIONS:

   - Provide students with current information relating to Section I if possible. After discussion of life-styles, have students numerically rank the life-styles. Ask students about their rankings:

     What did your choices tell you about yourself?

     Did you rank a traditional life-style or nontraditional life-style highest?

     Will the life-style chosen by you receive negative or positive approval from society?

   - Point out that a person may choose the single life for many of the adult years and then change to a traditional marriage life-style.

## SUGGESTED ACTIVITIES

2. Discuss general characteristics of people who live as single individuals. Use Information Sheet, Section II.

   SUGGESTION:

   - Have students interview persons who have chosen the single lifestyle. Suggest that students interview people from ages twenty-six to sixty-five or older, each student interviewing someone of a different age. After the interviews, have students compare the information obtained from the different age groups.

3. Use Section III of the Information Sheet, and Assignment Sheet #3 to introduce discussion about mate selection.

   SUGGESTION:

   - Divide the students into groups of three and have them write a case study, using the factors that affect mate selection from Section III as the basis for the case study. Have students read and discuss their case studies with the class.

4. Discuss the advantages of an engagement period. Use Information Sheet, Section IV.

   SUGGESTIONS:

   - Invite a resource person, such as marriage counselor or minister, to discuss the information that he or she shares with couples during premarital counseling.

   - Point out that the planning of a wedding should be practical, and that the couple should not spend more money than they or their parents can afford.

   - Share information about where a marriage license and the blood test can be obtained locally. Explain why a marriage license and blood test are necessary.

   - Play down romantic notions of the engagement period.

5. Combine Information Sheet, Section V and Assignment Sheet #4 to compare and discuss reasons for choosing marriage.

   SUGGESTIONS:

   - Have students think of television characters that have married for either the negative or positive reasons. Discuss whether these characters are portrayed as happy or unhappy people.

## SUGGESTED ACTIVITIES

- After the students have completed Assignment Sheet #4, discuss some of the words that are listed in Part A of the assignment sheet. Ask students how they think the words relate to marriage.

6. Discuss types of mixed marriages. Use Information Sheet, Section VI. When discussing Section VI, invite couples of mixed marriages to share information about how they have handled their situations.

7. Discuss parenting as a life-style choice. Combine Information Sheet, Sections VII and VIII and Assignment Sheet #5.

SUGGESTIONS:

- Invite to the class a panel of speakers made up of people who have children and people who do not. Ask the panel members to share with the students their decision to remain childless or to become a parent.

- Emphasize that there are many methods of birth control and that no one should become a parent unless the child is really wanted.

G. Develop appropriate learning activities for special needs students.

H. Give test.

I. Reteach and retest if necessary.

III. Unit references

A. Cox, Frank D. *Human Intimacy: Marriage, the Family and Its Meaning*. Los Angeles, California: West Publishing Company, 1978.

B. Orthner, Dennis K. *Intimate Relationships: An Introduction to Marriage and the Family*. Menlo Park, California: Addison-Wesley Publishing Company, 1981.

C. Ryder, Verdene. *Contemporary Living*. South Holland, Illinois: The Goodheart-Wilcox Company, Inc., 1979.

D. Sasse, Connie R. *Person to Person*. Peoria, Illinois: Chas. A. Bennett Co., 1978.

E. Sasse, Connie R. *Teacher's Guide for Person to Person*. Peoria, Illinois: Chas. A. Bennett Co., 1978.

F. Sawatzky, Joyce. *Family Living*. Stillwater, Oklahoma: Oklahoma State Department of Vocational and Technical Education, 1978.

## INFORMATION SHEET

C. Religion

D. Race

E. Age

F. Social background

G. Complementary needs

(NOTE: If you are a very dominant person and a leader, you may be attracted to someone who is easy-going and a follower.)

H. Personality traits

(NOTE: Thinking about the traits you value will help you evaluate people throughout your life.)

I. Number of siblings

J. Health

(NOTE: Mental and emotional health are just as important as physical health. If a partner is emotionally stable, he or she will be able to meet the demanding responsibilities of marriage.)

K. Shared interests and activities

(NOTE: Generally, couples who share many interests have a good chance for happiness in life.)

L. Educational backgrounds

(NOTE: In most cases, a couple who have about the same amount of education can share and communicate well with each other.)

IV. Advantages of an engagement period

(NOTE: A successful engagement period usually leads to a successful marriage or to a broken engagement.)

A. Provides time for couple to examine issues in depth

EXAMPLES: Does the couple want similar things from life?
Does the couple want children?
What role does religion play in their lives?

## INFORMATION SHEET

B. Allows wedding plans to be made

(NOTE: The cost or size of the wedding has little to do with marital success.)

C. Allows time for couple to develop problem-solving patterns

D. Provides time for a premarital medical examination to take place

(NOTE: The premarital examination serves many functions, not the least of which is determining the Rh factor in each partner's blood. Rh compatibility is important in future pregnancies.)

E. Allows time for premarital counseling

F. Gives couple time to announce to friends and relatives their intention to marry

G. Provides time for each partner to get acquainted with future in-laws

H. Allows couple to learn more about each other's values and family traditions

EXAMPLE: Canoeing on Memorial Day versus visiting the cemetery

I. Allows time for a change of mind

(NOTE: It is much better to realize that the marriage will not work before the wedding than after.)

V. Reasons for choosing marriage

(NOTE: Although benefits of love, sex, companionship, emotional security, and children can be enjoyed without marriage, marriage provides the social approval and structure for having these experiences.)

A. Positive

1. Love
2. Companionship
3. Emotional security
4. Desire to parent and raise children

(NOTE: Although most people do not marry only to have children, many regard children as a valuable part of married life.)

## INFORMATION SHEET

B. Negative

1. Rebound

2. Rebellion

   (NOTE: Marriage for rebellion results when young people marry primarily because their parents disapprove.)

3. Escape

   (NOTE: Some people marry to escape an unhappy home situation.)

4. Physical appearance or attraction

5. Loneliness

   (NOTE: Marrying is not always the solution, for people can be lonely within a marriage.)

6. Social pressure

7. Economic advancement

VI. Types of mixed marriages

(NOTE: Anyone considering a mixed marriage should be aware of the many adjustments to be faced. Although mixed marriages have a great potential for problems, many do succeed. If the couple has differences that cannot be compromised, they would be wise to realize this before the relationship grows to be a serious one.)

A. International

(NOTE: Many international marriages work, but the couple should realize the risks involved. The partners will have to blend two different life-styles, cultural backgrounds, and philosophies of life.)

B. Interracial

(NOTE: Of all mixed marriages, the interracial marriages are often the most controversial. Interracial couples may feel that they do not fit anywhere. This feeling, as well as social conflicts, may become even stronger if children are born.)

C. Interfaith

(NOTE: Couples of interfaith marriages are not only faced with the decision of what church to attend, but also with the fact that their two separate religions influence daily decisions and play a major role in everyday life.)

## INFORMATION SHEET

VII. Reasons couples give for having and for not having children

A. Reasons couples give for having children

1. Desire to love, nurture, and guide another human being to adulthood

2. Need to have someone who will be dependent upon them

   (NOTE: Each of us has a strong psychological need to be important to someone, to be needed. Parenthood fulfills this need for many.)

3. Fulfillment of society's expectations

4. Desire to provide grandchildren for their parents

   (NOTE: In some cases, parents pressure their children to provide them with grandchildren.)

5. Desire to carry on the family business

6. Desire to carry on the family name

B. Reasons couples give for not having children

1. Concern about population problem

2. Concern about environment in which the child would be raised

   EXAMPLES: World problems, atomic warfare, uncertain economic conditions

3. Desire to devote full attention to career

   (NOTE: Many people who have demanding careers remain childless in order to devote more time to their careers.)

4. Desire to devote full attention to each other and their interests

5. Fear of parenthood

   (NOTE: Some couples fear parenthood because of an overemphasis in the mass media on the influence of parents upon children. These couples fear that they will not be able to control or positively influence their children's lives. Obviously, parents exert great influence upon children, but they are not the only influence.)

## INFORMATION SHEET

6. Unsuited temperament

   EXAMPLE: Those easily irritated or tense in the presence of children

7. Genetic problems in the family histories of both individuals

8. Sterility

VIII. Circumstances that influence timing of parenthood

(NOTE: With improved birth control methods, a couple can choose the time and circumstances in which to have a child. Certain conditions increase the probability that the development of the child will be positive.)

A. When the health of both parents is good

(NOTE: Good physical health helps ensure that parents will have the necessary strength, endurance, and energy to rear a child. It is considered that women between the ages of eighteen and thirty-five have the best health conditions for conceiving and producing healthy infants.)

B. When both parents are prepared emotionally, financially, and intellectually for the child

C. When the child is wanted by both parents

(NOTE: *Every child who is born has a right to be wanted.* A wanted child has a much greater chance of receiving the love, care, and attention that every child needs. When the child is wanted, the parents are much more likely to be happy and well-adjusted.)

# LIFE CHOICES
# UNIT I

## ASSIGNMENT SHEET #1 — OBTAIN INFORMATION ABOUT VARIOUS LIFE-STYLES

NAME ______________________________ SCORE ____________

People live a variety of life-styles throughout their lives. As people age, change, and mature, their style of living changes.

It is often hard to gather information about all types of available life-styles; therefore gather information about life-styles by watching television programs that dramatize different life-styles. Select shows that have modern settings, and answer the following questions.

PART I

A. Show #1

Name of show ______________________________

List life-style(s) dramatized.

EXAMPLES: Single parent, traditional marriage with children

______________________________

______________________________

______________________________

B. Show #2

Name of show ______________________________

List life-style(s) dramatized.

______________________________

______________________________

______________________________

______________________________

## ASSIGNMENT SHEET #1

C. Show #3

Name of show______________________________

List life-style(s) dramatized.

______________________________

______________________________

______________________________

D. Show #4

Name of show______________________________

List life-style(s) dramatized.

______________________________

______________________________

______________________________

PART II

A. In which of the life-styles listed in Part I do you think the people were the happiest?

______________________________

Why?______________________________

______________________________

______________________________

______________________________

B. Which of the life-styles listed in Part I do you think would make you the happiest?

______________________________

Why?______________________________

______________________________

______________________________

______________________________

# LIFE CHOICES
# UNIT I

## ASSIGNMENT SHEET #2 — COMPARE LIFE-STYLES

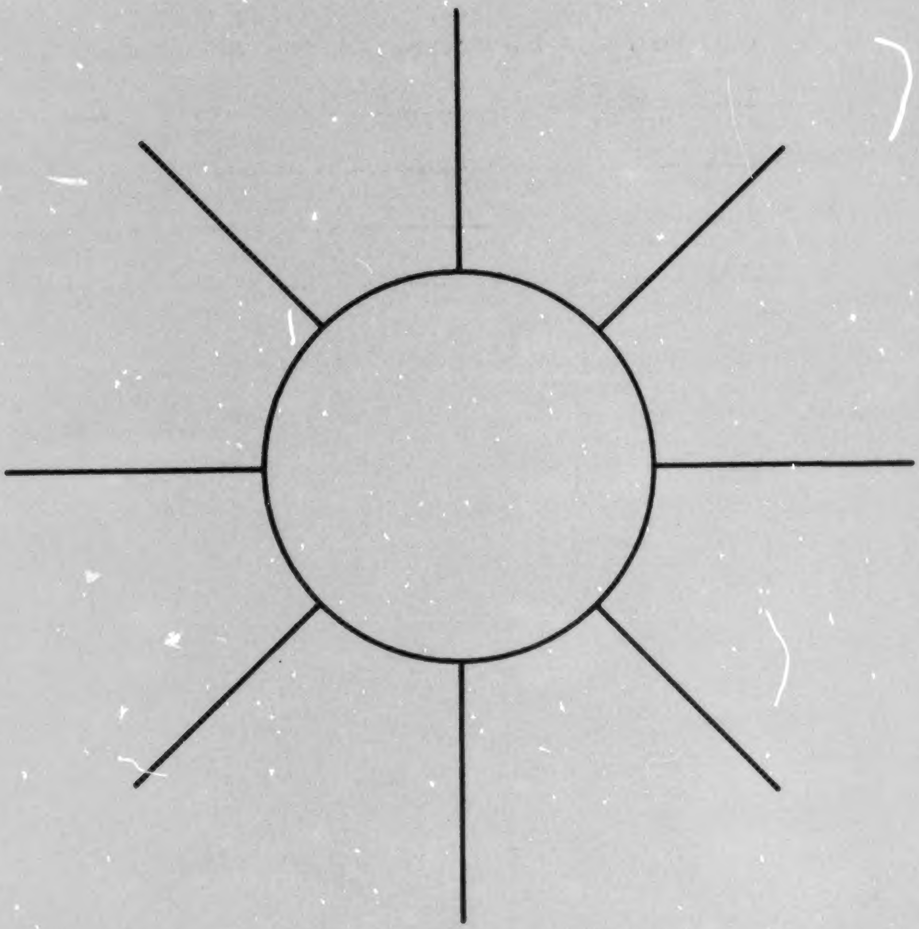
NAME ______________________________ SCORE ______________

There are advantages and disadvantages to any given life-style. Many people who are single choose to be single and are not unhappy about their decision; the same can be said about people who choose marriage.

Careful thought should be given to the advantages and disadvantages of each life-style before a decision is made.

Explore your feelings about a particular life-style. In the circle on the following page write a choice of life-style. On the lines extending from the circle, write the words that first come to mind about the life-style. (Add more lines if needed.) Then, answer the questions that follow.

## ASSIGNMENT SHEET #2



A. List your words in the appropriate column below.

| NEGATIVE | POSITIVE |
|---|---|
| | |
| | |
| | |
| | |
| | |

## ASSIGNMENT SHEET #2

B. Under which column are the most words listed?____________________

Does this give you any indication about your feelings about the life-style?

Explain your answer.________________________________________

________________________________________________________

________________________________________________________

________________________________________________________

# LIFE CHOICES
# UNIT I

## ASSIGNMENT SHEET #3 — COMPARE PERSONAL OPINIONS

NAME ______________________________ SCORE ______________

Sharing personal opinions during the engagement period provides a chance to compare your general outlook on life with that of your partner. A successful engagement period helps increase the chance for a successful marriage.

The engagement period is a time to determine how compatible you are with your selected mate. The initial period of getting to know each other is over, and the time for expensive impressive dates has passed. This is a time to see each other in as many situations as possible.

Compare your opinions to those of a potential mate by completing the following exercise.

A. Write your opinion on the following subjects.

1. Mercy killing ______________________________
______________________________
______________________________

2. The importance of going to church ______________________________
______________________________
______________________________

3. Birth control ______________________________
______________________________
______________________________

4. Political feelings about the President of the United States ______________
______________________________
______________________________

## ASSIGNMENT SHEET #3

5. General outlook on life________________________________________

____________________________________________________________

____________________________________________________________

6. Main ambition in life__________________________________________

____________________________________________________________

____________________________________________________________

B. Compare your opinions with a classmate assigned by your teacher.

(NOTE: If there is a person that you are seriously dating or engaged to, compare your opinions with this person's opinions also.)

How do your opinions compare?

________________________________________________________________

________________________________________________________________

If your opinions differ, do you feel that these differences would affect your marital happiness?

________________________________________________________________

Why or why not?__________________________________________________

________________________________________________________________

C. To have some differences in opinions makes life more interesting. Do you think it is a good idea to find out about major differences in opinions during the engagement period?

________________________________________________________________

Explain your answer.

________________________________________________________________

________________________________________________________________

________________________________________________________________

# LIFE CHOICES
## UNIT I

## ASSIGNMENT SHEET #4 — EVALUATE PERSONAL ATTITUDES ABOUT MARRIAGE

NAME ______________________________ SCORE ______________

There are a variety of life-styles from which to choose. The majority of people choose some type of marriage life-style, whether it is a traditional marriage with children or an open marriage in which each person lives his or her own life.

People hold different attitudes toward marriage. Some people see it as their life goal. Other do not want to get married. Some people consider marriage a safe and secure base from which to enter the world. Others see it as their entire world.

Consider attitudes about marriage by completing the following exercise.

A. Circle the ten words in the list below that best express what you feel about marriage.

- Equality
- Exploitation
- Fun
- Intimacy
- Sex
- Love
- Dependence
- Trusting
- Liking
- Affection
- Hate
- Submitting
- Independence
- Giving
- Sharing
- Selfish
- Happy
- Open
- Stifling
- A Trap
- An Ideal
- Conflict
- Taking
- Commitment
- Responsibility
- A Cage
- Freedom
- Growth
- Understanding
- Permanence
- Harmony
- Authority
- Acceptance
- Strength
- Security
- Risky
- Children
- Cooperation
- Agreement
- Disagreement
- Criticism
- Calm
- Unexciting
- Exciting

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## ASSIGNMENT SHEET #4

B. Compare your words with those of the students sitting next to you. Were your words different form the words circled by the other students?

______________________________________________

Do their opinions about marriage differ from yours? ____________________

Explain your answer.

______________________________________________

______________________________________________

______________________________________________

______________________________________________

C. Look at the words that you circled. What conclusions can you draw from them about your personal attitudes about marriage?

______________________________________________

______________________________________________

______________________________________________

______________________________________________

______________________________________________

## LIFE CHOICES
## UNIT I

## ASSIGNMENT SHEET #5 — EVALUATE PERSONAL ATTITUDES TOWARD BECOMING A PARENT

NAME ______________________________ SCORE ______________

The decision to become a parent is one of the most serious decisions that you will make in your lifetime. Today, there are many methods of birth control to prevent pregnancies; therefore, you can choose whether or not to become a parent. Each child born into this world has the right to be loved, fed, sheltered, clothed, and educated. The child has the right to be given moral and spiritual guidance and his or her privacy. Parents should be physically healthy, emotionally stable, mentally sound, and financially stable.

Is parenting for you? This question needs to be answered before you select a life-style.

Evaluate your own attitudes toward becoming a parent by answering the following questions.

A. Do you enjoy being with children? ______________________________

Explain your answer.

______________________________

______________________________

______________________________

______________________________

B. Do you baby-sit or have care responsibilities for young children in your family such as siblings, nieces, or nephews?

______________________________

Is this enjoyable? ______________________________

Explain your answer.

______________________________

______________________________

______________________________

______________________________

## ASSIGNMENT SHEET #5

C. Do you agree or disagree with the following statements? Write an "X" under the appropriate heading.

| | Agree | Disagree |
|---|---|---|
| Babies and children are not fun | ______ | ______ |
| Children should be seen and not heard | ______ | ______ |
| Women are better suited to care for children than men | ______ | ______ |
| Men are better suited to the working world than are women | ______ | ______ |
| A woman cannot be both a good mother and a competent person in the world of work | ______ | ______ |
| Children should not be cared for outside the home; they need full-time home care | ______ | ______ |

D. What do you consider the ideal family size?______________________________

E. If you had children, would you pursue a career full-time or part-time while the children were young?

______________________________________________________________

Explain your answer.

______________________________________________________________

______________________________________________________________

______________________________________________________________

______________________________________________________________

F. Do you think that the decision to have or not to have children should be made before marriage?

______________________________________________________________

Explain your answer.

______________________________________________________________

______________________________________________________________

______________________________________________________________

______________________________________________________________

## ASSIGNMENT SHEET #5

G. Do you think that someday you would like to be a parent?

Explain your answer.

# LIFE CHOICES
# UNIT I

## ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #1 — Completed to the satisfaction of the instructor

Assignment Sheet #2 — Completed to the satisfaction of the instructor

Assignment Sheet #3 — Completed to the satisfaction of the instructor

Assignment Sheet #4 — Completed to the satisfaction of the instructor

Assignment Sheet #5 — Completed to the satisfacton of the instructor

# LIFE CHOICES
# UNIT I

## TEST

NAME ______________________________ SCORE ______________

1. List five types of life-styles.

   a. ______________________________

   b. ______________________________

   c. ______________________________

   d. ______________________________

   e. ______________________________

2. List three general characteristics of people who live single life-styles.

   a. ______________________________

   b. ______________________________

   c. ______________________________

3. List five factors affecting mate selection.

   a. ______________________________

   b. ______________________________

   c. ______________________________

   d. ______________________________

   e. ______________________________

4. Select from the following list the advantages of an engagment period. Write an "X" in the blank before each correct answer.

   _____a. Provides time for couple to examine issues in depth

   _____b. Gives couple time to try out sexual compatibility

   _____c. Allows time for couple to develop problem-solving patterns

   _____d. Allows wedding plans to be made

## TEST

_____e. Provides time for a premarital medical examination to take place

_____f. Allows time for premarital counseling

_____g. Allows time for couple to purchase all medical and dental insurance

_____h. Gives couple time to announce to friends and relatives their intention to marry

_____i. Provides time for each partner to get acquainted with future in-laws

_____j. Allows couple to learn more about each other's values and family traditions

_____k. Allows time for couple to purchase new home and furniture

_____l. Allows time for a change of mind

5. Distinguish between positive and negative reasons for choosing marriage. Write a "P" in the blanks before positive reasons and an "N" in the blanks before negative reasons.

_____a. Rebound

_____b. Escape

_____c. Companionship

_____d. Rebellion

_____e. Emotional security

_____f. Physical appearance or attraction

_____g. Loneliness

_____h. Desire to parent and raise children

_____i. Social pressure

_____j. Economic advancement

_____k. Love

6. List types of mixed marriages.

a. ______________________________

b. ______________________________

c. ______________________________

# TEST

7. Distinguish between reasons couples give for having and for not having children. Write a "C" in the blanks before reasons for having children and a "N" in the blanks before reasons for not having children.

_____a. Concern about population problem

_____b. Concern about environment in which the child would be raised

_____c. Desire to love, nurture, and guide another human being to adulthood

_____d. Desire to devote full attention to career

_____e. Need to have someone who will be dependent upon them

_____f. Fear of parenthood

_____g. Unsuited temperment

_____h. Fulfillment of society's expectations

_____i. Sterility

_____j. Desire to provide grandchildren for their parents

_____k. Desire to carry on family name

_____l. Desire to carry on family business

_____m. Genetic problems in the family histories of both individuals

_____n. Desire to devote full attention to each other and their interests

8. Select from the following list circumstances that influence timing of parenthood. Write an "X" in the blank before each correct answer.

_____a. When the health of both parents is good

_____b. When both sets of in-laws are ready

_____c. When parents have located single-family housing

_____d. When both parents are prepared emotionally, financially, and intellectually for the child

_____e. When money for the child's college education is in the bank

_____f. When the child is wanted by both parents

# TEST

(NOTE: Test questions 9-13 list the assignment sheets. They are an important part of this test. If they have not been completed, check with your instructor.)

9. Obtain information about various life-styles.

10. Compare life-styles.

11. Compare personal opinions.

12. Evaluate personal attitudes about marriage.

13. Evaluate personal attitudes toward becoming a parent.

## LIFE CHOICES
## UNIT I

## ANSWERS TO TEST

(NOTE: It may be helpful to use your blank test to make a test key. The points designated in parentheses are intended to be guidelines and should be adapted to meet the needs of each teaching/learning situation. The point total is 175.)

1. (5 points)

   Answer should include any five of the following

   a. Singleness

   b. Marriage with children

   c. Marriage with no children

   d. Dual career/marriage

   e. Contract marriage

   f. Open marriage

   g. Single parenthood

   h. Communal living

   i. Arranged living

   j. Homosexual relationship

2. (3 points)

   Answer should include any three of the following

   a. Are free to make own decisions

   b. May have more personal time

   c. May have living expenses that vary from those of a couple

   d. Are independent

   e. Are able to avoid conflicts with spouse about activities and life-styles

## ANSWERS TO TEST

3. (5 points)

Answer should include any five of the following

a. Parents' qualities

b. Similarity of values

c. Religion

d. Race

e. Age

f. Social background

g. Complementary needs

h. Personality traits

i. Number of siblings

j. Health

k. Shared interests and activities

l. Educational backgrounds

4. (24 points)

a, c, d, e, f, h, i, j, l

5. (20 points)

| | | | |
|---|---|---|---|
| a. | N | g. | N |
| b. | N | h. | P |
| c. | P | i. | N |
| d. | N | j. | N |
| e. | P | k. | P |
| f. | N | | |

## ANSWERS TO TEST

6. (3 points)

   a. International

   b. Interracial

   c. Interfaith

7. (28 points)

   a. N

   b. N

   c. C

   d. N

   e. C

   f. N

   g. N

   h. C

   i. N

   j. C

   k. C

   l. C

   m. N

   n. N

8. (10 points)

   a, d, f

9. Completed to the satisfaction of the instructor (14 points)

10. Completed to the satisfaction of the instructor (12 points)

11. Completed to the satisfaction of the instructor (17 points)

12. Completed to the satisfaction of the instructor (12 points)

13. Completed to the satisfaction of the instructor (22 points)

## SINGLE PARENTING
## UNIT I

### UNIT OBJECTIVE

After completing this unit, the student should be able to offer solutions for problems facing single parents and to obtain facts about support groups for single parents. The student will show this knowledge by completing the assignment sheets and unit test with a minimum score of 85 percent.

### SPECIFIC OBJECTIVES

After completing this unit, the student should be able to

1. List causes of single-parent families.
2. List examples of children's reactions to becoming part of a single-parent family.
3. Select from a list parents' reactions to becoming part of a single-parent family.
4. Select from a list questions that should be answered in the early stages of single parenthood.
5. Discuss ways to help children of single parents cope.
6. Select from a list ways to help single parents cope.
7. List single-parent roles that should be avoided.
8. Select from a list techniques for helping children understand the single parent's social life.
9. Select from a list examples of positive situations that can develop from single-parent families.
10. Gather information about single parenting.
11. Compare single-parent situations.
12. Obtain facts about support groups for single parents.
13. Offer solutions for problems that trouble single parents.

## SINGLE PARENTING
## UNIT I

### SUGGESTED ACTIVITIES

I. Unit contents

  A. Objective sheet

  B. Suggested activities

  C. Information sheet

  D. Assignment sheets

    1. Assignment Sheet #1 — Gather Information about Single Parenting

    2. Assignment Sheet #2 — Compare Single-Parent Situations

    3. Assignment Sheet #3 — Obtain Facts about Support Groups for Single Parents

    4. Assignment Sheet #4 — Offer Solutions for Problems That Trouble Single Parents

  E. Answers to assignment sheets

  F. Test

  G. Answers to test

II. Instructor's guide

  A. Order materials to supplement unit.

    1. Film — *Raising Michael Alone: Exploring Children.* Color, 17½ minutes, Educational Developmental Center, 1976. Available on a rental basis from Educational Developmental Center, Inc., School and Society Programs, 55 Chapel Street, Newton, Massachusetts 02160.

    (NOTE: This film shows how a mother copes with single parenting.)

    2. Magazine — *Teen Times Magazine.* Washington D.C.: Future Homemakers of America, March/April, 1982.

    3. Poster — "We Are a Family." This black and white poster measures 42 " x 37 ". The poster shows that there are various types of families. This poster is available for purchase from Educational Developmental Center, Inc., School and Society Programs, 55 Chapel Street, Newton, Massachusetts 02160.

## SUGGESTED ACTIVITIES

B. Have students begin collecting articles on single parenting two weeks before introducing unit. Also have students complete Assignment Sheet #3.

C. Introduce unit by showing students the film *Raising Michael Alone: Exploring Children.*

SUGGESTIONS:

- Have students discuss their articles, and then provide them with brightly colored construction paper for mounting the articles to display on bulletin board.
- Display poster "We Are a Family" on bulletin board.

D. Provide students with objective sheet.

E. Discuss unit and specific objectives

F. Provide students with information and assignment sheets.

1. Discuss causes of single-parent families and children's initial reactions. Combine Information Sheet, Sections I and II and Assignment Sheets #1 and #2.

   SUGGESTIONS:

   - Invite a panel of single parents for students to interview to assist them in completing Assignment Sheet #1. Ask the panel members to share information about any agencies that have helped them handle the first stages of being a single parent.
   - Invite a child psychologist, regional guidance center counselor, elementary school counselor, or another resource person who deals with children of single-parent families to talk to the class.
   - List possible shows that students could watch to assist them in completing Assignment Sheet #2.

     (NOTE: If possible, tape a current television show for viewing by students during class. Allow students to complete Situation #1 after viewing the taped show.)

2. Discuss coping in single-parent family situations. Combine Information Sheet, Sections III and IV and Assignment Sheet #3.

   SUGGESTIONS:

   - Aid students in completing Part B of Assignment Sheet #3 by providing them with reference materials such as pamphlets and phone books. Have students share the information that they received by doing Assignment Sheet #3.

## SUGGESTED ACTIVITIES

- When discussing Section IV, give each student a hypothetical situation as to how he or she became a single parent. Have students answer the questions in Section IV by telling how they would deal with each situation.

3. Discuss roles that should be avoided as a single parent. Use Information Sheet, Section V.

   SUGGESTIONS:

   - Have students give examples of why parents fall into the roles listed in Section V.

   - Have students discuss why each one of the roles listed in Section V is harmful to the child and the parent.

4. Discuss the difficulties faced by single parents while pursuing their personal lives. Combine Information Sheet, Section VI and Assignment Sheet #4.

   SUGGESTIONS:

   - Give the students situations. Ask them to write additional case studies. Have the other class members offer solutions.

   - When students do Assignment Sheet #4, have them discuss their suggestions and be prepared to give reasons as to why they think they are right.

   - Ask students to list problems that they think the children may be facing.

5. Focus on positive outcomes that can result from single-parent families. When discussing Information Sheet, Section VII, have students give reasons why these strengths develop.

G. Develop appropriate learning activities for special needs students.

H. Give test.

I. Reteach and retest if necessary.

III. Unit references

A. Brooks, Jane B. *The Process of Parenting.* Palo Alto, California: Mayfield Publishing Company, 1981.

B. McDowell, Richard L., and Bill R. Wagonseller. *You and Your Child.* Champaign, Illinois: Research Press, 1979.

## SUGGESTED ACTIVITIES

C. Ogg, Elizabeth. *One-Parent Families.* New York: Public Affairs Pamphlet, 1980.

D. Sasse, Connie R. *Person to Person.* Peoria, Illinois: Chas. A. Bennett Co., Inc., 1978.

E. Wilson, Elaine. *Single Parenting: First Steps,* Extension Facts, No. T2201. Stillwater, Oklahoma: Oklahoma State University, 1982.

F. Wilson, Elaine. *Single Parenting: Opportunity for Growth,* Extension Facts No. T2211. Stillwater, Oklahoma: Oklahoma State University, 1982.

## SINGLE PARENTING
## UNIT I

## INFORMATION SHEET

I. Causes of single-parent families

(NOTE: Each situation will be different, but single-parent families share many experiences in common. In all single-parent families, adults and children must exert an extra effort to cope.)

A. Divorce

B. Desertion

C. Separation

D. Death

E. Serious illness

(NOTE: A parent may have to spend many months recovering form a serious injury or from an illness.)

F. Single-parent adoption

(NOTE: The single person who decides to adopt a child should be fully aware of the responsibilities and problems of parenting.)

G. Unwed parenthood

(NOTE: A single woman who becomes pregnant and decides to keep the child should be fully aware of the responsibilities and problems of parenting.)

H. Custody of someone else's child

(NOTE: Being awarded custody of someone else's child could be due to the death of the child's parents.)

II. Children's reactions to becoming part of a single-parent family

(NOTE: Children's responses vary widely, depending on the cause for becoming a single-parent family.)

A. Distress

EXAMPLES: Tears, tension, withdrawal, rebellion

## INFORMATION SHEET

B. Concern about the effect on their lives

EXAMPLES: Uneasiness, insecurity (Where will I live? Who will love me? Will I have to leave my friends and playmates?)

C. Grief

EXAMPLES: Denial, anger, guilt, depression

III. Parents' reactions to becoming part of a single-parent family

A. Sadness and/or depression

B. Anxiety and confusion

(NOTE: Anxiety and confusion may be caused by the fear of having to take on added responsibilities.)

C. Distress

D. Grief

(NOTE: In some cases, this grief is the same as the grief exhibited when someone dies. It is caused by a loss of companionship.)

E. Role overload

(NOTE: Role overload occurs when the single parent tries to fill a broader role, such as taking on the responsibility of being both parents.)

IV. Questions that should be answered in the early stages of single parenthood

(NOTE: Plans need to be made so that the needs of family members are met. In the early stages of single parenthood, plans may be temporary and change frequently. It is helpful to write questions and outline needs on paper.)

A. What are my financial needs?

B. What are my child's needs?

C. What are my personal needs?

EXAMPLE: Child care

D. Where do I find support groups that can give help?

## INFORMATION SHEET

V. Ways to help children of single parents cope

A. Early stages

1. Be honest with children

   (NOTE: An honest, "I really don't know" is a better answer than making up something when the child asks difficult questions.)

2. Help children avoid false hopes of a reunion

3. Emphasize to children that marriages may end, but parenthood lasts forever

4. Help children avoid any guilty feelings

   (NOTE: Sometimes children may feel that they caused the separation, divorce, or death to occur.)

5. Avoid degrading the absent parent

6. Encourage children to share in the family's readjustment

7. Help children cope with trying to please both the at-home and the absent parent

B. Later stages

1. Encourage children to present only the facts as they are needed

   EXAMPLES: My parents are divorced.
   My mother is dead.
   My father and I are my family.

2. Avoid pushing children into adult roles

   (NOTE: Pushing children into adult roles ["You are now the man of the family"; "Look after your Father, now"] puts too much responsibility on the child.)

3. Prepare children for the loneliness that may accompany special times

   (NOTE: Make plans to do something special on birthdays, holidays, and vacations to ease the loneliness.)

## INFORMATION SHEET

4. Make it clear that the home is not "broken"

   (NOTE: The home works quite well and does not need fixing.)

5. Try to provide a substitute parent if there is a function that only the mother or father can attend

   (NOTE: Find a friend or relative willing to play the role of the absent parent.)

VI. Ways to help single parents cope

- A. Develop a support system

  EXAMPLES: Friends, support groups, counselors, relatives

- B. Rely on personal qualities

  EXAMPLES: Emotional maturity, job skills, previous experiences in a crisis, parenting skills

- C. Perceive of new situations as challenging and rewarding

- D. Rely appropriately on children's skills

  EXAMPLES: Emptying trash, doing own ironing

- E. Seek professional help if needed

VII. Single-parent roles that should be avoided

- A. Buddy or best friend

  (NOTE: Trying to be the child's buddy or friend can have negative results. A child needs leadership and a good adult role model to follow, not someone who acts the age of the child.)

- B. Constant companion

  (NOTE: The parent may take the child to exciting amusements such as movies and ball games to compensate for being the only parent. Constant companionship may prevent the child's making close friends of his or her own age.)

- C. Manipulator

  (NOTE: The parent manipulates the child when the parent asks the child to take sides in a divorce or separation.)

## INFORMATION SHEET

D. Superparent

(NOTE: The superparent may try to be all things to the child: mother, father, friend, companion.)

E. Martyr or sufferer

(NOTE: This parent complains about money, time, and work.)

VIII. Techniques for helping children understand the single parent's social life

(NOTE: Some single parents find that their dating seems to disturb their parent/child relationships. Children may resent the parent's special friend or may treat each date as a potential stepparent.)

A. Be honest with the child

B. Discuss child's feelings concerning the dating partner

C. Minimize opportunities for conflict between dating partners and child

(NOTE: Do not force dating partners and children to spend a lot of time together.)

D. Be discreet

(NOTE: Children have trouble understanding parental dating behavior.)

IX. Examples of positive situations that can develop from single-parent families

A. Children may learn to assume more responsibilities

B. Parent/child relationships may be strengthened

(NOTE: Children and parents who weather the crisis of becoming a single-parent family usually find that their relationship is strengthened.)

C. Children may develop self-reliance

(NOTE: Because the child has one resident parent, and because that parent is probably employed, the child will often be home alone. Children can learn to enjoy being on their own, and can learn to care for their own needs.)

D. Self-concepts may be strengthened

(NOTE: Overcoming the initial negative concepts involved in the early stages of adjustment to the single-parent family can provide strength.)

# SINGLE PARENTING
## UNIT I

## ASSIGNMENT SHEET #1 — GATHER INFORMATION ABOUT SINGLE PARENTING

NAME ________________________________ SCORE ______________

It takes a great deal of time and energy for a single parent to make a home for all family members. A change in income and lack of support from a spouse can cause many problems. On the other hand, some people enjoy the advantage of living alone with the children.

Gather information about single parenting by interviewing a single parent. Try to find out what kind of experiences the person has had as a single parent.

(NOTE: The person interviewed in this assignment sheet may want the information to be confidential. The name of the person being interviewed should not appear on the assignment sheet.)

### PART I

Use the following questions as a guide for your interview.

A. Do you enjoy living alone with the children? ______________________

B. What are the advantages of being the only parent in the family?

______________________________________________

______________________________________________

______________________________________________

C. What are the disadvantages of being the only parent in the family?

______________________________________________

______________________________________________

______________________________________________

D. How do you handle emergency baby-sitting when children are sick and cannot go to school?

______________________________________________

______________________________________________

## ASSIGNMENT SHEET #1

E. Is discipline of the children a problem? Why or why not?

F. What techniques have you used to help your children understand your social life?

G. What do you feel are the strengths of your single-parent family?

H. What do you feel are the weaknesses of your single-parent family?

### PART II

Use the following questions to analyze your interview.

A. Did the person you interviewed have a positive or negative attitude toward single parenting? Explain your answer.

## ASSIGNMENT SHEET #1

B. How would you feel about being a single parent?

# SINGLE PARENTING
# UNIT I

## ASSIGNMENT SHEET #2 — COMPARE SINGLE-PARENT SITUATIONS

NAME ______________________________ SCORE ______________

There are many very strong single-parent families in which the parent and children are very happy. The reasons for their happiness can usually be attributed to their strength and their ability to cope with crisis without lasting harm. The job of single parenting can be done successfully.

Compare single-parent situations by watching television shows or movies that portray single-parent situations. Use the following questions as a guide for making your comparisons.

PART I

A. *Situation #1*

1. Name of show or movie ______________________________
2. What happened to make this a single-parent family? ______________________________

   ______________________________

   ______________________________
3. Who is the head of the family? ______________________________
4. How many children are there, and what are their ages? ______________________________

   ______________________________

   ______________________________
5. What does the parent do for a living? ______________________________
6. What are the biggest problems faced by this family? ______________________________

   ______________________________

   ______________________________

   ______________________________

   ______________________________
7. What are the child's (or children's) reactions to single-parent family life? ______

   ______________________________

   ______________________________

## ASSIGNMENT SHEET #2

8. Do you think that the family portrayed is a successful single-parent family?

   Why or why not?

B. *Situation #2*

1. Name of show or movie
2. What happened to make this a single-parent family?
3. Who is the head of the family?
4. How many children are there, and what are their ages?
5. What does the parent do for a living?
6. What are the biggest problems faced by this family?
7. What are the child's (or children's) reactions to the single-parent family life?
8. Do you think that the family portrayed is a successful single-parent family?

   Why or why not?

## ASSIGNMENT SHEET #2

C. *Situation #3*

1. Name of show or movie____________________________________

2. What happened to make this a single-parent family?____________________

3. Who is the head of the family?________________________________

4. How many children are there, and what are their ages?________________

5. What does the parent do for a living?____________________________

6. What are the biggest problems faced by this family?___________________

7. What are the child's (or children's) reactions to single-parent family life?______

8. Do you think that the family portrayed is a successful single-parent family?

   Why or why not?________________________________________

## ASSIGNMENT SHEET #2

PART II

A. What problems did the families encounter that were the result of being single-parent families?

________________________________________

________________________________________

________________________________________

B. Which of the families was the most successful single-parent family?

________________________________________

Explain your answer.________________________________

________________________________________

________________________________________

________________________________________

C. Why do you think that the other families were not as successful as the one that you selected?________________________________

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________

D. Which of the programs seemed the most realistic?________________

Explain your answer.________________________________

________________________________________

________________________________________

________________________________________

________________________________________

## SINGLE PARENTING
## UNIT I

## ASSIGNMENT SHEET #3 — OBTAIN FACTS ABOUT SUPPORT GROUPS FOR SINGLE PARENTS

NAME ______________________________ SCORE ____________

Despite the spiraling divorce rate, which adds more single-parent families every year, society has clung to its image of the American family as two parents living together with two or more children. Recognizing at least that death could shatter this assumed norm, the government provided Social Security benefits to widows with children to rear; but it was not until 1976 that such benefits were available to widowers caring for minor children.

In the very best situations, single parenting can present problems. Because of the increased need for help, many groups have banded together. There may be support groups in your local community. The following are the names and addresses of the national headquarters for many of these groups.

Child Welfare League of America
67 Irving Place
New York, New York 10003

Committee for Single Adoptive Parents
P. O. Box 4074
Washington, D.C. 20015

Family Service Association of America
44 East 23rd Street
New York, New York 10010

Parents Without Partners, Inc.
7910 Woodmont Avenue
Washington, D.C. 20014

Young Men's Christian Association
National Headquarters
291 Broadway
New York, New York 10007

Young Women's Christian Association
National Headquarters
600 Lexington Avenue
New York, New York 10022

Big Brothers of America
220 Suburban Station Building
Philadelphia, Pennsylvania 19103

Big Sisters International
224 Suburban Station Building
Philadelphia, Pennsylvania 19103

Boys' Clubs of America
771 First Avenue
New York, New York 10017

Boy Scouts of America
1325 Walnut Hill Lane
Irving, Texas 75062

Camp Fire Girls, Inc.
1740 Broadway
New York, New York 10019

Girl Scouts of the U.S.A.
830 Third Avenue
New York, New York 10022

National 4-H Foundation
7100 Connecticut Avenue
Washington, D.C. 30015

## ASSIGNMENT SHEET #3

A. Obtain facts about support groups for single parents by writing a letter to one of the addresses provided in this assignment sheet. In your letter, ask for information about the service that is provided and if there is an agency located near or in your community. Share your information with your class.

B. List names of local agencies that offer support to single-parent families.

# SINGLE PARENTING
# UNIT I

## ASSIGNMENT SHEET #4 — OFFER SOLUTIONS FOR PROBLEMS THAT TROUBLE SINGLE PARENTS

NAME ______________________________ SCORE ______________

How single parents feel about their situations varies. For example, the widow or widower must face the shock of bereavement and explain the death to their children; a divorced person may experience loneliness, a loss of self-esteem, and feelings of desertion and rejection; a single parent who adopted may rejoice in the new role.

A single parent should keep in mind that there are many places to turn for help. Organizations, relatives, and friends can provide a helping hand.

Offer solutions for problems that trouble single parents. Use the information provided in this unit and additional reference materials.

A. Sally is 35. Her husband died three months ago in a drilling rig accident. She says, "I'm trying to be both mother and father to my nine-year-old son; but I'm exhausted, and it isn't working out. What can I do?"

1. What suggestions can you offer Sally? ______________________________

______________________________

______________________________

______________________________

2. What do you see as Sally's challenges? ______________________________

______________________________

______________________________

______________________________

B. Les and his wife, Mona, have been married for nine years. Two weeks ago Mona deserted Les and their two daughters, Jill, age 6, and Lana, age 7. Because Mona had married very young, she felt she was being cheated; so she chose to pursue a career. Les is faced with the problem of telling his children about their mother's desertion.

1. How would you advise Les, and why? ______________________________

______________________________

______________________________

______________________________

## ASSIGNMENT SHEET #4

2. What do you see as Les's challenges?____________________

C. Sheila is single now. She and her children have adjusted to the divorce from her husband. Sheila has just made a new friend named Tim. The fact that Sheila is giving just a little of her time to someone else really disturbs her children.

1. What should Sheila do about this situation?____________________

2. What do you see as Sheila's challenges?____________________

D. Bill is single and has finally been able to adopt a child. Bill is very happy to be the father of a healthy fifteen-month-old son. Many of Bill's friends and relatives are concerned about Bill's ability to care for a small child as a single parent.

1. Why do you think people are concerned about Bill?____________________

2. What do you see as Bill's challenges?____________________

## SINGLE PARENTING
## UNIT I

## ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #1 — Completed to the satisfaction of the instructor

Assignment Sheet #2 — Completed to the satisfaction of the instructor

Assignment Sheet #3 — Completed to the satisfaction of the instructor

Assignment Sheet #4

(NOTE: The following are suggested answers.)

A. 1. Sally should stop trying to be both mother and father. She could contact the Big Brother organization or allow her son to spend more time with a male relative or friend.

2. Sally will need to be continually aware of her son's need for a male role model.

B. 1. Les should be honest with his daughters and answer only questions that they ask.

2. Les needs to present information to his daughters in such a way that they can have a positive feeling about their mother.

C. 1. Sheila should be honest with her daughters about her new friend. Until they accept Tim, she should not ask them to spend very much time with him.

2. Sheila must balance her time between her new friend and her children. She should try to give quality time to each.

D. 1. People may be concerned with Bill's ability to devote enough time to his very small child and also his career.

2. Bill will need to work out a schedule that will enable him to attend to his career and also provide quality care for his son.

# SINGLE PARENTING
# UNIT I

## TEST

NAME ______________________________ SCORE ______________

1. List six causes of single-parent families.

   a. ______________________________

   b. ______________________________

   c. ______________________________

   d. ______________________________

   e. ______________________________

   f. ______________________________

2. List examples of children's reactions to becoming part of a single-parent family.

   a. ______________________________

   b. ______________________________

   c. ______________________________

3. Select from the following list parents' reactions to becoming part of a single-parent family. Write an "X" in the blank before each correct answer.

   _____a. Sadness and/or depression

   _____b. Relaxation

   _____c. Anxiety and confusion

   _____d. Control

   _____e. Confidence

   _____f. Distress

   _____g. Grief

   _____h. Role overload

## TEST

4. Select from the following list questions that should be answered in the early stages of single parenthood. Write an "X" in the blank before each correct answer.

______a. What college should my child attend?

______b. What are my financial needs?

______c. What are my child's needs?

______d. What are my personal needs?

______e. What career should my child choose?

______f. Where do I find support groups that can give help?

5. Discuss ways to help children of single parents cope.

a. Early stages — ______________________________

b. Later stages — ______________________________

# TEST

6. Select from the following list ways to help single parents cope. Write an "X" in the blank before each correct answer.

   ______a. Be overly cautious about the future

   ______b. Rely on personal qualities

   ______c. Perceive of new situations as challenging and rewarding

   ______d. Rely appropriately on children's skills

   ______e. Think about what could have been

   ______f. Concentrate on the past

   ______g. Seek professional help if needed

   ______h. Develop a support system

7. List four single-parent roles that should be avoided.

   a. ________________________________________

   b. ________________________________________

   c. ________________________________________

   d. ________________________________________

8. Select from the following list techniques for helping children understand the single parent's social life. Write an "X" in the blank before each correct answer.

   ______a. Encourage child to accept dating partner as new parent

   ______b. Be honest with the child

   ______c. Discuss child's feelings concerning the dating partner

   ______d. Minimize opportunities for conflict between dating partners and child

   ______e. Take child to all social events

   ______f. Be discreet

## TEST

9. Select from the following list examples of positive situations that can develop from single-parent families. Write an "X" in the blank before each correct answer.

_____a. Children may learn to assume more responsibilities

_____b. Children may become self-centered

_____c. Parent/child relationships may be strengthened

_____d. Children may develop self-reliance

_____e. Children may become more demanding

_____f. Self-concepts may be strengthened

(NOTE: Test questions 10-13 list the assignment sheets. They are an important part of this test. If they have not been completed, check with your instructor.)

10. Gather information about single parenting.

11. Compare single-parent situations.

12. Obtain facts about support groups for single parents.

13. Offer solutions for problems that trouble single parents.

# SINGLE PARENTING
## UNIT I

## ANSWERS TO TEST

(NOTE: It may be helpful to use your blank test to make a test key. The points designated in parentheses are intended to be guidelines and should be adapted to meet the needs of each teaching/learning situation. The point total is 138.)

1. (6 points)

   Answers should include any six of the following

   a. Divorce

   b. Desertion

   c. Separation

   d. Death

   e. Serious illness

   f. Single-parent adoption

   g. Unwed parenthood

   h. Custody of someone else's child

2. (3 points)

   a. Distress

   b. Concern about the effects on their lives

   c. Grief

3. (16 points)

   a, c, f, g, h

4. (12 points)

   b, c, d, f

## ANSWERS TO TEST

5. (8 points)

   Discussion should include the following

   a. Early stages

      1) Be honest with children

      2) Help children avoid false hopes of a reunion

      3) Emphasize to children that marriages may end, but parenthood lasts forever

      4) Help children avoid any guilty feelings

      5) Avoid degrading the absent parent

      6) Encourage children to share in the family's readjustment

      7) Help children cope with trying to please both the at-home and the absent parent

   b. Later stages

      1) Encourage children to present only the facts as they are needed

      2) Avoid pushing children into adult roles

      3) Prepare children for the loneliness that may accompany special items

      4) Make it clear that the home is not "broken"

      5) Try to provide a substitute parent if there is a function that only the mother or father can attend

6. (16 points)

   b, c, d, g, h

7. (4 points)

   Answer should include any four of the following

   a. Buddy or best friend

   b. Constant companion

## ANSWERS TO TEST

c. Manipulator

d. Superparent

e. Martyr or sufferer

8. (12 points)

   b, c, d, f

9. (12 points)

   a, c, d, f

10. Completed to the satisfaction of the instructor (10 points)

11. Completed to the satisfaction of the instructor (15 points)

12. Completed to the satisfaction of the instructor (10 points)

13. Completed to the satisfaction of the instructor (14 points)

# PARENTING SKILLS
# UNIT II

## UNIT OBJECTIVE

After completing this unit, the student should be able to discuss the responsibilities associated with parenting. The student will show this knowledge by completing the assignment sheets and unit test with a minimum score of 85 percent.

## SPECIFIC OBJECTIVES

After completing this unit, the student should be able to

1. Match to their correct definitions terms associated with parenting skills.
2. Distinguish between parents' legal and moral responsibilities to their children.
3. Select from a list the stages of parenting.
4. Match children's developmental stages to the emotional support needed at each stage.
5. List effective parenting skills.
6. State guidelines for helping children express their feelings.
7. Select from a list ways parents can help a child develop independence.
8. Select from a list ways to use guidance and discipline effectively.
9. Locate examples of parenting responsibilities.
10. Gather information about the stages of parenting.
11. Record observations of people using parenting skills.
12. Suggest ways to deal with children's feelings.
13. Respond to case studies about parental decisions.
14. Respond to case studies concerning discipline problems.

## PARENTING SKILLS
## UNIT II

## SUGGESTED ACTIVITIES

I. Unit contents

  A. Objective sheet

  B. Suggested activities

  C. Information sheet

  D. Assignment sheets

    1. Assignment Sheet #1 — Locate Examples of Parenting Responsibilities

    2. Assignment Sheet #2 — Gather Information About the Stages of Parenting

    3. Assignment Sheet #3 — Record Observations of People Using Parenting Skills

    4. Assignment Sheet #4 — Suggest Ways to Deal with Children's Feelings

    5. Assignment Sheet #5 — Respond to Case Studies About Parental Decisions

    6. Assignment Sheet #6 — Respond to Case Studies Concerning Discipline Problems

  E. Answers to assignment sheets

  F. Test

  G. Anwers to test

II. Instructor's guide

  A. Order materials to supplement unit.

    1. Films

      a. *Parenting: Growing with Children.* Color, 22 minutes, Film Fair Communications, 1976. Available from Film Fair Communications, 10900 Ventura Blvd., Box 1728, Studio City, California 91604.

## SUGGESTED ACTIVITIES

b. *Special Time/Parent and Children.* Color, 15 minutes, Perennial Education, 1981. Available from Perennial Education, Inc., 477 Roger Williams, Box 855-Ravina, Highland Park, Illinois 60035.

(NOTE: The films listed above are available on a free loan basis to Oklahoma teachers. Oklahoma teachers may order films from the Oklahoma State Department of Vocational and Technical Education, Curriculum and Instructional Materials Center Film Library, 1500 West Seventh Avenue, Stillwater, Oklahoma 74074. Out-of-state teachers must order from the addresses listed with the films.)

2. Books

   a. Bartz, Wayne R. and Richard A. Rosor. *Surviving with Kids.* San Luis Obisbo, California: Impact Publishers, 1978.

   b. Bombeck, Erma. *Motherhood: The Second Oldest Profession.* St. Louis: McGraw-Hill, 1983.

   c. Johnson, Lynn. *Do They Ever Grow Up?* Deephaven, Minnesota: Meadowbrook Press, 1980.

   (NOTE: This is a book of cartoons that presents parenting in a humorous manner.)

   d. Wherry, Julie. *Protective Services Handbook.* Oklahoma City, Oklahoma: Oklahoma State Department of Human Services, 1978.

   (NOTE: This book may be obtained by contacting your county Department of Human Services.)

3. Booklets

   (NOTE: Order the following booklets from Public Affairs Pamphlets, 381 Park Avenue South, New York, New York 10016.)

   a. #541 — "Helping Children Face Crises"

   b. #552 — "Runaway Teenagers"

   c. #549 — "Sex Education: The Parent's Role"

   d. #588 — "To Combat and Prevent Child Abuse and Neglect"

4. Fact sheets

   a. "Selecting Family Day Care"

## SUGGESTED ACTIVITIES

b. "Cost of Raising a Child"

(NOTE: These two fact sheets by Elaine Wilson and Bonnie Brown are available from the Oklahoma State University Cooperative Extension Services, Stillwater, Oklahoma 74078.)

B. Introduce unit.

SUGGESTIONS:

- Read the Parent Creed.

If a child lives with criticism,
He learns to condemn.

If a child lives with hostility,
He learns to fight.

If a child lives with ridicule,
He learns to be shy.

If a child lives with shame,
He learns to feel guilty.

If a child lives with tolerance,
He learns to be patient.

If a child lives with encouragement,
He learns confidence.

If a child lives with praise,
He learns to appreciate.

If a child lives with fairness,
He learns justice.

If a child lives with security,
He learns to have faith.

If a child lives with approval,
He learns to like himself.

If a child lives with acceptance and friendship,
He learns to find love in the world.

*Dorothy Law Nolte*

Source: *Parenting and Children* by Helen Gum Westlake, Copyright 1981.

## SUGGESTED ACTIVITIES

- Make copies of the Parent Creed and cut them into sections. Divide the class into groups and give each group a section of the creed. Ask students to agree or disagree with their section of the creed and explain why.

- Make students aware that parenting often requires the parent to coordinate the child's activities and experiences.

  EXAMPLE: If the child has a bad experience during the school term, the parents should be sure that the child has a good summer.

C. Provide students with objective sheet.

D. Discuss unit and specific objectives.

E. Provide students with information and assignment sheets.

F. Discuss information and assignment sheets.

1. Discuss terms and definitions. Use Information Sheet, Section I.

   SUGGESTION:

   - Emphasize the importance of a good self-concept. Refer to *Child Care Volume I* curriculum guide. Use page CCI-3-D for suggestions on how to point out the importance of a good self-concept.

2. Emphasize the enormous responsibilities that parents have to their children. Combine Information Sheet, Section II and Assignment Sheet #1.

   SUGGESTIONS:

   - Use the *Protective Services Handbook* as the basis for a discussion of the legal responsibilities that parents have for their child.

   - Invite a social worker to speak to the students on the legal responsibilities of a parent to the child.

   - Ask a resource person to discuss child abuse, what the public responsibilities are, and what an abuser or potential abuser should do about getting help.

## SUGGESTED ACTIVITIES

- Provide students with magazines for completing Assignment Sheet #1. After students have found pictures, have them discuss their pictures with the class. Ask students questions about their pictures: Do you think that the parents are providing a good role model? Which responsibilities from Information Sheet, Section II do you think the parents are providing?
- After pictures have been discussed, ask students to select their best examples and use them as a bulletin board titled "Parents Have Many Responsibilities."
- Discuss the cost of having children, and the financial responsibilities that parents have for their children. Have students make a list of ten to twenty items or services that their parents have purchased for them in the last week.

3. Combine Information Sheet, Section III and Assignment Sheet #2. Emphasize to the students that all stages of parenting have their ups and downs.

   SUGGESTIONS:

   - Have students discuss the stage of parenting that they think would be the most enjoyable.
   - Invite a panel of grandparents to the class. Allow the students to complete their interviews in Assignment Sheet #2 at this time.

4. Discuss purposes of care provided to children during the stages of parenting. Use Information Sheet, Section IV and Assignment Sheet #3.

   SUGGESTION:

   - Discuss ways that parents help children develop physically, mentally, emotionally, and socially during each stage of growth.

5. Use Information Sheet, Section IV and Assignment Sheet #3 to discuss parenting skills.

   SUGGESTIONS:

   - Point out the importance of parents' needs being met. When parents needs are being met, they are happier and can be better parents to their children.
   - Make a list of ways that parents demonstrate parenting skills.
   - Make a list of ways that parenting skills can be developed.

## SUGGESTED ACTIVITIES

6. Combine Information Sheet, Sections VI and VII and Assignment Sheet #4. Emphasize the importance of being able to express one's feelings.

   SUGGESTION:

   - Show film, *Parenting: Growing with Children.* Discuss film with students.

7. Point out ways to use guidance and discipline effectively. Use Information Sheet, Section VIII and Assignment Sheets #5 and #6.

   SUGGESTIONS:

   - Show film, *Special Time/Parents and Children.* Discuss film with students.

   - Ask students to give examples of items listed in Information Sheet, Section VIII.

G. Develop appropriate learning activities for special needs students.

H. Give test.

I. Reteach and retest if necessary.

III. Unit references

A. Brooks, Jane B. *The Process of Parenting.* Palo Alto, California: Mayfield Publishing Company, 1981.

B. Donahay, Ellen T. *Education for Parenthood.* Edison, New Jersey: New Jersey Department of Education, Division of Vocational Education and Career Preparation, 1980.

C. Faber, Adele, and Elaine Mazlish. *How to Talk So Kids Will Listen and Listen So Kids Will Talk.* New York: Avon Publishing, 1982.

D. Jenkins, Gladys Gardner, and Helen S. Shacter. *These Are Your Children.* Glenview, Illinois: Scott, Foresman and Company, 1975.

E. Johnson, Hildegarde, and Marlene Brands. *Growing into Personhood and Parenthood.* Pierre, South Dakota: State Department of Education and Cultural Affairs, Division of Vocational-Technical Education, Home Economics Services, 1978.

F. Wagonseller, Bill R., and Richard L. McDowell. *You and Your Child.* Champaign, Illinois: Research Press, 1979.

G. Westlake, Helen Gum. *Parenting and Children.* Elmhurst, Illinois: Ginn and Company, 1981.

# PARENTING SKILLS
# UNIT II

## INFORMATION SHEET

I. Terms and definitions

   A. Parenting — Series of interactions between parent and child to help guide a child through the course of development and to provide for all facets of the child's growth

   B. Self-concept — What a person thinks about himself or herself

   (NOTE: Having a good self-concept is very important.)

   C. Emotional development — Progressive ability to deal with one's feelings

   D. Social development — Progression of growth from an infant's complete self-centeredness to an adult's ability to live and work with others

   E. Mental development — Progressive ability to interpret and understand everyday situations and to use experiences to face new situations or to solve problems

   F. Physical development — Gradual, orderly growth of the body in well-established patterns

   G. Discipline — Process of correcting, molding, strengthening, improving, and eventually helping children learn to control their own actions

   H. Guidance — Leading and directing behavior

II. Parents' legal and moral responsibilities to their children

   A. Legal responsibilities

      1. Providing food, clothing, and shelter

      2. Providing protection from harm

      3. Providing education

      4. Providing medical treatment

      5. Providing physical care

      EXAMPLE: Bathing

## INFORMATION SHEET

B. Moral responsibilities

1. Providing love and security

2. Providing a positive role model

   EXAMPLE: A pattern that child can copy

3. Providing discipline

4. Providing the opportunity to develop as an individual

5. Providing financial support

   EXAMPLE: Money for appropriate clothing

6. Providing cultural opportunities

   EXAMPLE: Study trip to a museum

III. Stages of parenting

A. Parents of a new infant

B. Parents of a school-age child

(NOTE: At this stage, the parent should help the child develop good study habits.)

C. Parents of an adolescent

(NOTE: This is a time when parents and child probably have the most problems. These problems occur because the parents and the child are going through major life-cycle changes. The child is reaching adulthood, and the parents are going through mid-life crises.)

D. Parents of an adult

E. Grandparents

IV. Emotional support needed at each stage of a child's development

(NOTE: Specific emotional support is needed at each stage of a child's development to assist the child in developing physically, mentally, emotionally, and socially.)

A. Infants (birth to twelve months) — Need warmth, affection, and loving care to foster trusting relationships

## INFORMATION SHEET

B. Toddlers (twelve months to three years) — Need encouragement and stimulation to foster independence and confidence

C. Preschoolers (three years to five years) — Need structure, attention, approval, and consistency to foster responsibility and positive self-image

(NOTE: Preschool children should be given simple chores that really need to be done. In this way, they build self-image by taking pride in being truly useful.)

D. Elementary children (six years to twelve years) — Need encouragement, praise, and exposure to social and group activities to foster achievement and peer acceptance

(NOTE: At this time in the child's life, he or she is making new friends outside of family relationships and needs to be accepted by his or her peer group.)

E. Teenagers (thirteen years to nineteen years) — Need help, guidance, and limit-setting to foster independence and responsibility

(NOTE: During adolescence, the child is practicing for the role of an adult. The teenager needs the opportunity for privacy so that he or she can make choices, set goals, and become responsible and independent within the limitations of adult guidance.)

V. Parenting skills

A. Being a positive role model

(NOTE: Parents should be role models for their children by exhibiting the characteristics that they want their children to develop.)

B. Being trustworthy

C. Being respectful and showing respect

(NOTE: Respect is a quality that is more earned then demanded. Also, respect is very closely related to the child's development of a good self-concept.)

D. Showing love

E. Using effective communication skills

F. Being honest

## INFORMATION SHEET

G. Spending time

(NOTE: Not only must parents spend time with their children, but they should also spend time becoming a better parent.)

H. Showing concern

I. Giving attention

J. Providing limits

K. Meeting personal needs

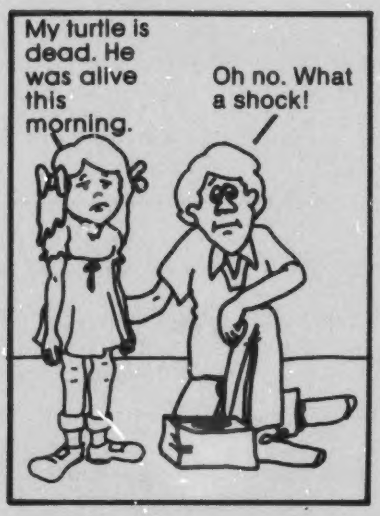
(NOTE: Parents' needs must be met as well as those of the children.)

VI. Guidelines for helping children express their feelings

A. Listen with full attention (Figure 1)

EXAMPLE:

FIGURE 1

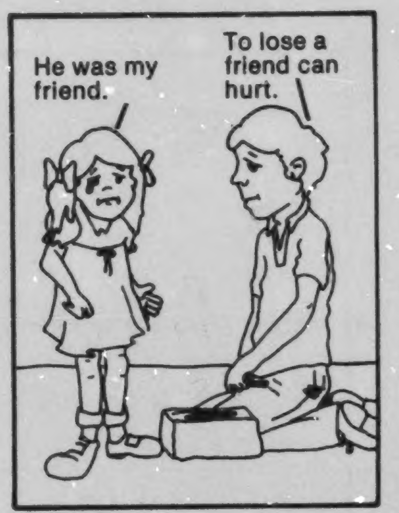

My turtle is dead. He was alive this morning.
Oh no. What a shock!

## INFORMATION SHEET

B. Acknowledge the child's true feelings (Figure 2)

EXAMPLE:

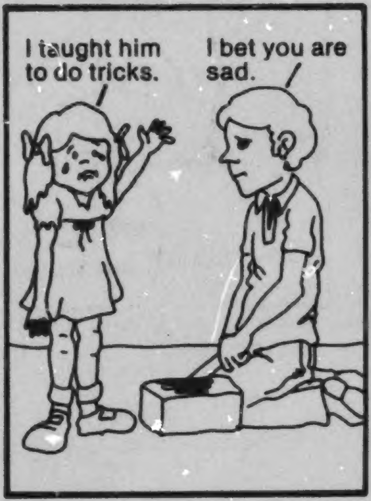
FIGURE 2


He was my friend.
To lose a friend can hurt.

C. Give the child's feelings a name (Figure 3)

EXAMPLES: "I bet you were embarrassed."
"That must have really made you mad."

FIGURE 3

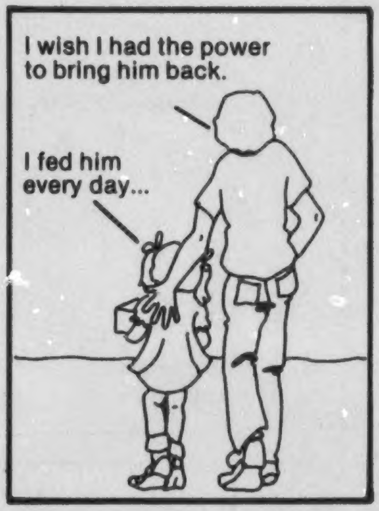

I taught him to do tricks.
I bet you are sad.

## INFORMATION SHEET

D. Give the child his or her wishes in fantasies (Figure 4)

**EXAMPLES:** "I wish I knew a magic trick that could make the horse's broken leg mend all by itself."

FIGURE 4


I wish I had the power to bring him back.
I fed him every day...

Figures 1-4 by Adele Faber and Elaine Mazlish, illustrations from *How to Talk So Kids Will Listen and Listen So Kids Will Talk*, Copyright © 1980. Printed with permission of Rawson, Wade Publishers, Inc.

VII. Ways parents can help a child develop independence

A. Expect only what is appropriate

(NOTE: If you are to be reasonable and expect only what is fair, you must be aware of the mental and physical capabilities of the child at each age and stage of development.)

B. Set the stage for success

(NOTE: Make success attainable, and provide the child with minimum amount of help to succeed.)

**EXAMPLE:** When a child is learning to dress, provide elastic waistbands and zippers with large pulls.

C. Show approval, not criticism

D. Respect each child as an individual

## INFORMATION SHEET

E. Extend unconditional affection to the child

EXAMPLE: When Jan misbehaves, say, "I love you very much, but I don't like what you are doing."

VIII. Ways to use guidance and discipline effectively

A. Focus on "dos" insteads of "don'ts"

(NOTE: Say, "Just look" instead of "Don't touch.")

B. Define the child's boundaries

(NOTE: A child will be more cooperative if allowed to make decisions within the limits of boundaries.)

C. Set a good example for the child

D. Help child accept the consequences of inappropriate behavior

E. Give directions in as few words as possible, using very simple language

F. Build the child's confidence

G. Set up a routine that helps the child know what is expected

H. Accept the child's decision if you give a choice

## PARENTING SKILLS
## UNIT II

### ASSIGNMENT SHEET #1 — LOCATE EXAMPLES OF PARENTING RESPONSIBILITIES

NAME ______________________________ SCORE ______________

Parents are responsible for their children. These responsibilities are many, and they last until the child is an adult.

The following is a list of examples of some parenting responsibilities.

Establishing family traditions
Supplying older child with weekly allowance
Teaching a small child right from wrong
Diapering the baby
Teaching child to wash clothes
Reading to child
Cleaning up after a mess the toddler makes
Putting child to bed
Driving child to music lessons on Saturday
Playing catch with child
Deciding what summer camp to send child to
Hugging child
Teaching child money management
Teaching child to prepare evening meal
Answering child's questions about sex
Bathing the baby
Providing spiritual guidance for child
Providing child with a nutritious snack
Arranging for a babysitter
Getting up when baby cries at night
Choosing clothing for child
Providing for child's education
Providing child with proper medical care
Providing child with safe and educational toys
Assisting child with school work and hobbies
Showing interest in child's activities at all ages
Providing transportation to older child's place of work

Locate in magazines six examples of parenting responsibilities, and cut the pictures from the magazines. Find pictures that show people performing parenting skills. Mount your pictures on plain white paper, and then answer the following questions.

A. Which pictures do you think give an accurate view of parenthood?

______________________________

______________________________

______________________________

Why did you choose these particular pictures?

______________________________

______________________________

## ASSIGNMENT SHEET #1

B. Which pictures do you think exploit parenthood to sell a product?

________________________________________

________________________________________

________________________________________

Why did you choose these particular pictures?

________________________________________

________________________________________

C. Do you think that parenting is an easy job?____________________

Explain your answer.______________________________

________________________________________

________________________________________

D. List three additional parenting responsibilities that you have observed in your family within the past two days.

________________________________________

________________________________________

________________________________________

(NOTE: You may want to discuss your pictures with other class members.)

# PARENTING SKILLS
## UNIT II

## ASSIGNMENT SHEET #2 — GATHER INFORMATION ABOUT THE STAGES OF PARENTING

NAME ______________________________ SCORE ____________

We are accustomed to thinking of childhood as a developmental process. The developmental process also applies to adults, and it clearly applies to the parenting role. The parenting role is characterized by different tasks and needs at different levels and at different stages.

Gather information about the stages of parenting by interviewing someone who has experienced all of the stages. This could be your own grandparent or someone living in your neighborhood.

PART I

Use the following questions as an interview guide.

A. Which stages of parenting do you feel were the most trying? Why?

______________________________________________

______________________________________________

______________________________________________

B. Which stage did you feel the least prepared for? Why?

______________________________________________

______________________________________________

______________________________________________

C. Which stage did you feel the best prepared for? Why?

______________________________________________

______________________________________________

______________________________________________

D. Which stage gave you the most freedom? Why?

______________________________________________

______________________________________________

______________________________________________

## ASSIGNMENT SHEET #2

E. Which stage was the biggest financial strain on your budget? Why?

______________________________________________

______________________________________________

______________________________________________

F. Which stage was the most enjoyable? Why?

______________________________________________

______________________________________________

______________________________________________

G. Which stage was the loneliest? Why?

______________________________________________

______________________________________________

______________________________________________

H. What advice would you give to a person who was thinking about becoming a parent?

______________________________________________

______________________________________________

______________________________________________

______________________________________________

I. Where would you suggest that a person planning to become a parent should look for educational information concerning parenting skills?

______________________________________________

______________________________________________

J. Do you give your children any advice on parenting skills?____________________

K. Do you think that this is a wise thing to do?____________________

MF - 55-C

## ASSIGNMENT SHEET #2

### PART II

Think through the information that you have gathered from the interview, and then answer the following questions.

A. Do you feel that parenting is an easy job?____________________

Explain your answer.____________________

____________________

____________________

____________________

B. Compare the different stages. Which stage do you think that you would be more able to cope with? Why?

____________________

____________________

# PARENTING SKILLS
## UNIT II

## ASSIGNMENT SHEET #3 — RECORD OBSERVATIONS OF PEOPLE USING PARENTING SKILLS

NAME ______________________________ SCORE ____________

There are many influences that affect a child's life, but the parents are the major influences on the child. Parents have the responsibility for helping the child develop effective living skills.

Record observations of people demonstrating good use of parenting skills. This assignment may be completed by watching a television show, or by observing parents in a public area such as at a shopping center or an athletic event.

EXAMPLE: Communication — Grandmother explaining to a child when they may cross the street.

A. Record observations of at least three of the following parenting skills.

1. Being a positive role model______________________________

2. Being trustworthy______________________________

3. Being respectful and showing respect______________________________

4. Showing love______________________________

5. Using effective communication skills______________________________

## ASSIGNMENT SHEET #3

6. Being honest

7. Spending time with child

8. Parents meeting own personal needs

9. Showing concern

10. Giving attention

11. Providing limits

B. Were the parents you observed doing an effective job?

Explain your answer.

## PARENTING SKILLS
## UNIT II

## ASSIGNMENT SHEET #4 — SUGGEST WAYS TO DEAL WITH CHILDREN'S FEELINGS

NAME ______________________________ SCORE ______________

Think of a situation in which you were upset.

For example, you needed someone who would listen to your problem. Two friends came along, and you thought this was your big chance. You started telling your story, and your friends thought that they were helping you by asking questions. Their questioning put you on the defensive. They indicated that you really did not have any reason to feel bad at all. Your first reaction was, "What's the use in talking about my problems anyway?"

What you needed was someone to listen, to acknowledge your inner pain, and to give you a chance to feel less upset, less confused, and more able to cope with your feelings and problems.

Children have fewer coping skills with which to deal with their feelings than do adolescents or adults. This is why it is important to listen and respond very carefully when a child comes to you with a problem.

### PART I

Respond to the following statements by suggesting ways to deal with children's feelings.

A. *Child:* "I don't like my new baby sister."

Your response ______________________________

______________________________

______________________________

______________________________

B. *Child:* "I got all dumb Christmas presents."

Your response ______________________________

______________________________

______________________________

______________________________

## ASSIGNMENT SHEET #4

C. *Child:* "Justin chose everyone for his team but me."

Your response________________________________________________

_____________________________________________________________

_____________________________________________________________

_____________________________________________________________

D. *Child:* "I am so mad. My teacher made my group go last again today."

Your response________________________________________________

_____________________________________________________________

_____________________________________________________________

_____________________________________________________________

E. *Child:* "Ben played with Ken all day long. They would not let me have a turn doing anything."

Your response________________________________________________

_____________________________________________________________

_____________________________________________________________

_____________________________________________________________

### PART II

We all have days when no one seems to listen to or care about our problems. Probably all we need to make our problems seem smaller is someone who will just listen to us talk through the problem.

Answer the following questions about your feelings and problems.

A. Describe a problem that you have had in the past month.

_____________________________________________________________

_____________________________________________________________

## ASSIGNMENT SHEET #4

B. When you talked to someone, did that person listen with full attention? ____________

How did this make you feel? ____________________________________

____________________________________________________________

____________________________________________________________

C. Did the listener acknowledge your true feelings? ____________________

How did this make you feel? ____________________________________

____________________________________________________________

____________________________________________________________

D. Now think back. Describe a problem that someone came to you with for advice.

____________________________________________________________

____________________________________________________________

____________________________________________________________

Did you help this person express his or her true feelings and feel better about the problem?

____________________________________________________________

Explain your answer. ______________________________________

____________________________________________________________

____________________________________________________________

____________________________________________________________

____________________________________________________________

## PARENTING SKILLS
## UNIT II

### ASSIGNMENT SHEET #5 — RESPOND TO CASE STUDIES ABOUT PARENTAL DECISIONS

NAME ______________________________ SCORE ______________

Being an effective parent is a hard job. Parents have to make decisions that are sometimes unpopular with their children. It is very hard for anyone to make all the right decisions. Parents are like everyone else, they occasionally make mistakes.

Respond to case studies by making decisions that you think would benefit the children described.

PART I

A. Sylvia asked her parents if she could go to a track meet with a group of friends. This was the district meet, and it was in a town 120 miles away. The older brother of her new friend, Pam, was going to drive the girls to the meet.

Even though Pam was a new friend to Sylvia, Pam's brother was well known as a reckless driver. His name had been in the town newspaper several times for speeding and one time for having an open container of beer.

What decision would you make? Why?______________________________

______________________________________________

______________________________________________

______________________________________________

______________________________________________

______________________________________________

B. Cindy wants to try out for the cheerleading squad. Last year she made the cheerleading squad, but quit after the fourth game because the team had not won a game. She also felt that the head cheerleader was not treating her fairly. There are predictions that the team will do much better this year.

Cindy made B's and C's on her grade card last year. This year she is enrolled in much harder classes than last year: Chemistry, Home Economics IV, and English IV and V. Cindy is in the glee club and on the newspaper staff. She also has a part time job because she has promised to make half of her car payment.

## ASSIGNMENT SHEET #5

As Cindy's parent, what decision would you make? Why?____________________

________________________________________________________

________________________________________________________

________________________________________________________

________________________________________________________

________________________________________________________

C. Chris Todd is a senior in high school. He is not a 4.0 student, but he does make the B honor roll most of the time. He participated in athletics and is considered a good student.

The English department is sponsoring a six week trip to Europe next summer. Chris would like to go very much. He feels that he can save money from his part-time job and extend his working hours when basketball season is over. He would not have to take any of the money from his savings account, which is for college. This trip means a lot to Chris, and he would also receive three hours of college credit.

If you were Chris's parent, what decision would you make? Why?________________

________________________________________________________

________________________________________________________

________________________________________________________

________________________________________________________

________________________________________________________

## ASSIGNMENT SHEET #5

### PART II

A. Describe some decisions that your parents have made concerning something you wanted to do in the past month.

1. Did you agree with your parents?

   Explain your answer.

2. Now that some time has passed since the decision was made, can you see things differently?

   Explain your answer.

B. How difficult do you think it is for parents to make the right decisions?

# PARENTING SKILLS
# UNIT II

## ASSIGNMENT SHEET #6 — RESPOND TO CASE STUDIES CONCERNING DISCIPLINE PROBLEMS

NAME ______________________________ SCORE ____________

Child discipline is one of the most essential aspects of family living. At the same time, it is one of the most difficult and unpleasant portions of family life. To be effective, discipline must be consistent. If a child is allowed to behave in a certain manner one time, he or she should be allowed to behave that way all the time. If one parent expects a given behavior, the other parent should have the same expectations.

Even with the proper love and discipline from very well-meaning parents, some children develop very little self-discipline. When this happens, parents always ask themselves if they are to blame.

Respond to the following case studies about discipline. Read the case studies and respond to the questions.

### Case Study #1

Mr. and Mrs. Bailey wanted to have a firm but fair policy with their children. Even before their first son, Tim, was born, this was the way they decided that the discipline should be handled. As more children were added to the family, less and less was spoken about the firm-but-fair policy. The parents' attention was turned to what to do about the behavior of a given child at a given time.

The difficulty arose, Mrs. Bailey claimed, from the fact that she had five children from ages nine to one. They were more than she could take care of when they were all home at once. She could hardly get one situation settled before something else came up.

"Just wait until your father comes home!" Mrs. Bailey started yelling at the children as they misbehaved.

Nine-year-old Tim and eight-year-old Paula learned very quickly that their father had very little patience after he had had a hard day at work. The two children learned that if they met their father at the door and explained their side of the story, their punishment would be less severe. The children's explanations to their father pitted Mr. Bailey against Mrs. Bailey. Soon, two of the younger children picked up Tim's and Paula's strategy, and the discipline in the household became even more lax.

Mrs. Bailey didn't like Mr. Bailey's acceptance of the children's explanations at all. She accused him of allowing the children to wrap him around their little fingers.

Mr. Bailey said that the solution to the problem was for Mrs. Bailey to take care of problems as soon as they occurred. He pointed out that the children should be disciplined at the time of wrongdoing.

## ASSIGNMENT SHEET #6

The Baileys decided to use this new approach. "I'll deal with the problems that occur while you're at work. You handle the problems that occur after work," said Mrs. Bailey.

This new approach seemed to work for a while, but a new problem arose.

One day Jeffrey, the three-year-old, spilled his milk at the noon meal. Mrs. Bailey thought the proper punishment was for her to tell him to be more careful and to have him wipe up the milk with a sponge. The next evening Jeffrey again spilled his milk. Mr. Bailey had not had a good day at the office, and he spanked Jeffrey.

Six-year-old Pethi spilled liquid detergent on the carpet in the laundry room one afternoon, and her mother made her stay in her room for two hours. Pethi missed her favorite television show, "Mr. Rogers." However, when a few days later Pethi appeared in the living room wearing her mother's makeup and jewelry, her father thought this was funny.

A. List at least three reasons for the Baileys' having problems with their children.

________________________________________

________________________________________

________________________________________

B. Do you think that the new approach the Baileys are trying will work? __________

Explain your answer. ______________________________

________________________________________

________________________________________

________________________________________

C. What do you think Mr. Bailey should have done when Tim and Paula met him at the door to tell him "their side of the story"?

________________________________________

________________________________________

D. Do you feel that Mrs. Bailey handled the situation appropriately when Pethi spilled the liquid detergent? Why or why not?

________________________________________

________________________________________

________________________________________

## ASSIGNMENT SHEET #6

E. Which parent do you feel handled the situations best with Jeffrey and the spilling of the milk? Why?

### Case Study #2

The Hardy family is a very close-knit group. Zelma and Chester have always made it a point to set good examples for their three children.

Their children are Kevin, thirteen; Brenda, fourteen; and Trena, fifteen. Kevin and Trena are good students and a delight to be around. The problem is that Brenda is entirely different from the other children. Her personality is completely different from that of all the other family members.

When Brenda was a very small child, her actions and mannerisms were not in tune with her brother's and sister's. Zelma and Chester tried very hard to deal with Brenda. They were careful not to treat Brenda any differently than the other children.

Brenda had problems at school from the very beginning. Her teachers said that she never managed her work. She was more interested in "doing her own thing." The school counselor reported that Brenda was more than capable of doing her work at better than an average rate, but she was just not interested in school work.

When Brenda entered junior high school, the real problems began. Her parents were called in several times for conferences because Brenda had misbehaved at school. Brenda insisted that it was the teachers' fault. They never understood what she really wanted from the classes she took. She insisted that she really tried to get along.

Kevin and Trena continued as model students and never required any type of punishment. Brenda's parents hesitated to impose punishment on Brenda when the other children didn't require any.

Brenda started skipping school and was suspended three times in one year. Later the same year her parents received a call from the police. They had caught Brenda and two friends slipping into a movie.

After this last incident Zelma and Chester felt helpless.

## ASSIGNMENT SHEET #6

A. What do you feel is the biggest mistake that Brenda's parents are making?

Explain your answer.

B. How much truth do you think there is to what Brenda says about her teachers?

C. Do you think that part of Brenda's problem could stem from the fact that the children are very close in age?

Explain your answer.

D. If Zelma and Chester Hardy came to you for advice, what would you tell them to do about their problem with Brenda?

# PARENTING SKILLS
# UNIT II

## ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #1 — Completed to the satisfaction of the instructor

Assignment Sheet #2 — Completed to the satisfaction of the instructor

Assignment Sheet #3 — Completed to the satisfaction of the instructor

Assignment Sheet #4

PART I

The following are suggested answers.

A. "Are you feeling lonesome? As soon as I put your sister to bed we will have a tea party."

B. "I am sorry that you do not like your presents. Shall we see if we can exchange them for something else?"

C. "I think that you are very disappointed that you did not make the team. I will practice with you if you'd like."

D. "This makes you very unhappy doesn't it?"

(NOTE: This statement usually encourages the child to continue discussing the problem and yet you have not passed judgment on either the child or teacher.)

E. "Well, I bet that didn't make you very happy. Next time let us go to the park and there will be enough toys for everyone."

PART II — Completed to the satisfaction of the instructor

## ANSWERS TO ASSIGNMENT SHEETS

### Assignment Sheet #5

PART I

The following are suggested answers.

A. Sylvia should not be allowed to go with her friends because the person driving the car is not a responsible driver.

B. Cindy should not be allowed to try out for cheerleader this year because she was not responsible enough last year to fulfill her commitment. Also, she has a heavy schedule this year because of her job and class load.

C. Chris Todd should be allowed to go to Europe. Chris seems to be a responsible student and is providing the money for the trip himself.

PART II — Completed to the satisfaction of the instructor

### Assignment Sheet #6

The following are suggested answers.

Case Study #1

A. The Baileys had their children too close together in age; the parents were not consistent when dealing with the children; Mr. Bailey would listen to the children's side of the story without Mrs. Bailey present; Mrs. Bailey would threaten the children by telling them that she would report their wrongdoing to their father.

B. Completed to the satisfaction of the instructor

C. Mr. Bailey should have told the children to wait and discuss the matter when their mother was present.

D. Completed to the satisfaction of the instructor

E. Mrs. Bailey's method of dealing with Jeffrey was more appropriate than Mr. Bailey's since it was an accident each time the milk was spilled.

Case Study #2

A. The biggest mistake that Brenda's parents are making is that they are trying to treat their children alike rather than as individuals. Each of the Hardy children is an individual and should be treated as such. What will work with one of the children may not work with the others.

B. Completed to the satisfaction of the instructor

C. Completed to the satisfaction of the instructor

D. Completed to the satisfaction of the instructor

MF - 73-C

# PARENTING SKILLS
# UNIT II

## TEST

NAME ________________________________________ SCORE ________________

1. Match to their correct definitions terms associated with parenting skills. Write the correct numbers in the blanks.

______a. Process of correcting, molding, strengthening, improving, and eventually helping children learn to control their own actions

______b. Leading and directing behavior

______c. Series of interactions between parent and child to help guide a child through the course of development and to provide for all facets of the child's growth

______d. What a person thinks about himself or herself

______e. Progressive ability to deal with one's feelings

______f. Progression of growth from an infant's complete self-centeredness to an adult's ability to live and work with others

______g. Progressive ability to interpret and understand everyday situations and to use experiences to face new situations or to solve problems

______h. Gradual, orderly growth of the body in well-established patterns

1. Self-concept
2. Emotional development
3. Guidance
4. Discipline
5. Mental development
6. Parenting
7. Physical development
8. Social development

2. Distinguish between parents' legal and moral responsibilities to their children. Write an "L" in the blanks before legal responsibilities and an "M" in the blanks before moral responsibilities.

______a. Providing love and security

______b. Providing discipline

______c. Providing food, clothing, and shelter

______d. Providing a positive role model

## TEST

______e. Providing protection from harm

______f. Providing education

______g. Providing the opportunity to develop as an individual

______h. Providing financial support

______i. Providing medical treatment

______j. Providing physical care

______k. Providing cultural opportunities

3. Select from the following list the stages of parenting. Write an "X" in the blank before each correct answer.

______a. Couple who are planning to have children

______b. Parents of an adult

______c. Parents of an adolescent

______d. Parents who have completed college

______e. Parents of a new infant

______f. Parents of a school-age child

______g. Grandparents

4. Match children's developmental stages to the emotional support needed at each stage. Write the correct numbers in the blanks.

______a. Need warmth, affection, and loving care to foster trusting relationships

______b. Need encouragement and stimulation to foster independence and confidence

______c. Need structure, attention, approval, and consistency to foster responsibility and positive self-image

______d. Need encouragement, praise, and exposure to social and group activities to foster achievement and peer acceptance

______e. Need help, guidance, and limit-setting to foster independence and responsibility

1. Teenagers (thirteen years to nineteen years)
2. Elementary children (six years to twelve years)
3. Infants (birth to twelve months)
4. Preschoolers (three years to five years)
5. Toddlers (twelve months to three years)

## TEST

5. List five examples of effective parenting skills.

a. ______________________________

b. ______________________________

c. ______________________________

d. ______________________________

e. ______________________________

6. State guidelines for helping children express their feelings.

a. ______________________________

b. ______________________________

c. ______________________________

d. ______________________________

7. Select from the following list ways parents can help a child develop independence. Write an "X" in the blank before each correct answer.

_____a. Expect only what is appropriate

_____b. Show approval, not criticism

_____c. Compare child with other siblings

_____d. Set the stage for success

_____e. Respect each child as an individual

_____f. Extend unconditional affection to the child

_____g. Do not allow child to quit a project

8. Select from the following list ways to use guidance and discipline effectively. Write an "X" in the blank before each correct answer.

_____a. Focus on "dos" instead of "don'ts"

_____b. Define the child's boundaries

_____c. Emphasize to child that winning is important

## TEST

_____d. Set a good example for the child

_____e. Help child accept the consequences of inappropriate behavior

_____f. Tell the child to "do as I say, not as I do"

_____g. Give directions in as few words as possible, using very simple language

_____h. Build the child's confidence

_____i. Set up a routine that helps the child know what is expected

_____j. Accept the child's decision if you give a choice

(NOTE: Test questions 9-14 list the assignment sheets. They are an important part of this test. If they have not been completed, check with your instructor.)

9. Locate examples of parenting responsibilities.
10. Gather information about the stages of parenting.
11. Record observations of people using parenting skills.
12. Suggest ways to deal with children's feelings.
13. Respond to case studies about parental decisions.
14. Respond to case studies concerning discipline problems.

## PARENTING SKILLS
## UNIT II

## ANSWERS TO TEST

(NOTE: It may be helpful to use your blank test to make a test key. The points designated in parentheses are intended to be guidelines and should be adapted to meet the needs of each teaching/learning situation. The point total is 225.)

1. (16 points)

| | | | |
|---|---|---|---|
| a. | 4 | e. | 2 |
| b. | 3 | f. | 8 |
| c. | 6 | g. | 5 |
| d. | 1 | h. | 7 |

2. (20 points)

| | | | |
|---|---|---|---|
| a. | M | g. | M |
| b. | M | h. | M |
| c. | L | i. | L |
| d. | M | j. | L |
| e. | L | k. | M |
| f. | L | | |

3. (14 points)

b, c, e, f, g

4. (10 points)

| | |
|---|---|
| a. | 3 |
| b. | 5 |
| c. | 4 |
| d. | 2 |
| e. | 1 |

## ANSWERS TO TEST

5. (5 points)

Answer should include any five of the following

- a. Being a positive role model
- b. Being trustworthy
- c. Being respectful and showing respect
- d. Showing love
- e. Using effective communication skills
- f. Being honest
- g. Spending time
- h. Showing concern
- i. Giving attention
- j. Providing limits
- k. Meeting personal needs

6. (12 points)

- a. Listen with full attention
- b. Acknowledge the child's true feelings
- c. Give the child's feelings a name
- d. Give the child his or her wishes in fantasies

7. (14 points)

a, b, d, e, f

8. (20 points)

a, b, d, e, g, h, i, j

## ANSWERS TO TEST

9. Completed to the satisfaction of the instructor (16 points)

10. Completed to the satisfaction of the instructor (25 points)

11. Completed to the satisfaction of the instructor (20 points)

12. Completed to the satisfaction of the instructor (20 points)

13. Completed to the satisfaction of the instructor (13 points)

14. Completed to the satisfaction of the instructor (20 points)

## FAMILY LIFE
## UNIT I

### UNIT OBJECTIVE

After completing this unit, the student should be able to arrange in order stages in the family life cycle and assess the ability of families to meet members' needs. The student will show this knowledge by completing the assignment sheets and unit test with a minimum score of 85 percent.

### SPECIFIC OBJECTIVES

After completing this unit, the student should be able to

1. Match to their correct definitions terms associated with family life.
2. List factors that affect heritage.
3. State responsibilities of all family members to each other.
4. Arrange in order stages in the family life cycle.
5. List types of family structures.
6. Match types of families to their correct descriptions.
7. List ways that families differ.
8. Match to their correct descriptions values that influence family members.
9. Assess personal expectations of family life.
10. Explore personal family heritage.
11. Compare past and present styles of family living.
12. Assess ability of families to meet members' needs.
13. Assess ways that families assign tasks.

# FAMILY LIFE
# UNIT I

## SUGGESTED ACTIVITIES

I. Unit contents

  A. Objective sheet

  B. Suggested activities

  C. Transparency masters

    1. TM #1 — The Extended Family

    2. TM #2 — The Nuclear Family

    3. TM #3 — The Single-Parent Family

    4. TM #4 — The Cooperative Family

    5. TM #5 — The Communal Family

    6. TM #6 — The Blended Family

    7. TM #7 — Ways That Families Assign Tasks

  D. Information sheet

  E. Assignment sheets

    1. Assignment Sheet #1 — Assess Personal Expectations of Family Life

    2. Assignment Sheet #2 — Explore Personal Family Heritage

    3. Assignment Sheet #3 — Compare Past and Present Styles of Family Living

    4. Assignment Sheet #4 — Assess Ability of Families to Meet Members' Needs

    5. Assignment Sheet #5 — Compare Ways That Families Assign Tasks

  F. Answers to assignment sheets

  G. Test

  H. Answers to test

## SUGGESTED ACTIVITIES

II. Instructor's guide

A. Order materials to supplement unit.

1. Fact Sheet — Matthews, Wayne, and Elaine Wilson. *Strengthening Families*. Oklahoma State University Extension Facts, No. T 2206. Stillwater, Oklahoma: Oklahoma State University, 1981.

2. Magazine — *Teen Times*. Washington, D.C.: Future Homemakers of America, November, 1983.

   (NOTE: This issue of *Teen Times* contains many useful articles on family life.)

3. Filmstrip series — *The Successful Family: You Can Make It Happen*. Color 33 mm filmstrips and audio cassettes, 10 to 12 minutes each, Sunburst Communications, 1983. Available from Sunburst Communications, Room LF 8585, 39 Washington Avenue, Pleasantville, New York 10570.)

   (NOTE: This filmstrip series illustrates how all kinds of families can be successful. It also acknowledges the difficulties of achieving a successful family life but underscores the rewards and satisfaction.)

B. Collect materials needed for students to complete Assignment Sheet #1.

EXAMPLES: Water colors, oils, pens and ink, crayons, paper, cutouts from magazines, construction paper

C. Make transparencies.

D. Use Assignment Sheet #1 to introduce unit.

SUGGESTIONS:

- Write the word *family* vertically on the chalkboard. Allow students three minutes to think of six words that incorporate the letters from the word *family* and that describe what a family means to them.

EXAMPLE:

aFfection
Acceptance
coMpassion
I
L
Y

## SUGGESTED ACTIVITIES

- Read aloud the poem in Assignment Sheet #1. Divide students into groups, have each group write a short poem about what they think a family is. Suggest that they use words from the chalkboard activity. Encourage students to share their poems with the class and to write individual poems.

- Emphasize to students that pictures created in Assignment Sheet #1 may be realistic or abstract. Lend special support to students who have difficult family lives. Encourage all students to share in words what their pictures express.

- Point out to students that family life is constantly changing. By 1990, it is projected that 11 percent of all children under the age of eighteen will have divorced parents as compared to 7 percent in 1978.

E. Provide students with objective sheet.

F. Discuss unit and specific objectives.

G. Provide students with information and assignment sheets.

H. Discuss information and assignment sheets.

1. Discuss terms and definitions associated with family life; use Information Sheet, Section I.

   SUGGESTION:

   - Draw a picture of a tree on the chalkboard. Point out how a tree is similar to a family in that a family begins small and enlarges. Discuss how as time passes, the tree branching out in all directions is similar to a growing family. Discuss how the different branches of a family influence heritage, moral values, and aesthetic values.

2. Discuss factors that affect a family's heritage. Use Information Sheet, Section II and Assignment Sheet #2.

   (NOTE: Be aware that you may need to lend special assistance to students with adoptive or unknown parents.)

   SUGGESTIONS:

   - Invite a resource person whose profession or hobby is genealogy. Ask the person to explain methods used to research a family's heritage. Also, ask the person to share rewards and satisfactions associated with genealogy.

   - Encourage students to share impressions of their famlies with the class.

   - Ask students to discuss how their ancestors contributed to their heritage.

## SUGGESTED ACTIVITIES

3. Use Information Sheet, Section III to discuss the responsibilities of all family members to each other.

   SUGGESTION:

   - Illustrate family functions by having students list observations depicting each function.

     EXAMPLES: Physical care is provided when a father takes his daughter to the dentist.
     Personality growth is nurtured when an older sister explains the rules of a game to her five-year-old brother.
     Emotional needs are met when a mother hugs her child.

4. Introduce the concept of the traditional family cycle and its stages. Use Information Sheet, Section IV.

   SUGGESTION:

   - Have each student list the names of twelve familiar families and classify each family according to its stage in the family life cycle. Discuss variations that students discover.

5. Compare types of families and family structures and what makes families unique. Combine Information Sheet, Sections V through VII, Transparencies #1 through #6, and Assignment Sheets #3 and #4.

   SUGGESTIONS:

   - Emphasize that there are advantages and disadvantages to each family type and structure. Point out that there is no "perfect" family.

   - Encourage students to compare family traditions and customs related to their family types and structures. Suggest that they share experiences that they feel are directly related to their family types and structures.

     EXAMPLES: Times that gifts are exchanged at Christmas; ways that birthdays are acknowledged

## SUGGESTED ACTIVITIES

6. Discuss the ways that values affect family members. Use Information Sheet, Section VIII.

   SUGGESTIONS:

   - Lead a discussion about the many ways that family members influence each other. Discuss the rewards as well as the problems associated with value guidance in family life.
   - Debate the strengths and weaknesses associated with people who impose their values on others versus people who expose their values to others.

7. Discuss with students that the structure of the family affects the household tasks that must be accomplished. Use Transparency #7 and Assignment Sheet #5.

   SUGGESTIONS:

   - Complete the chart in Assignment Sheet #5 as a group by using Transparency #7. Then have students do Assignment Sheet #5 individually. Provide students with different colors of marking pens.
   - Discuss students' answers to questions in Part II of Assignment Sheet #5.

I. Develop appropriate learning activities for special needs students.

J. Give test.

K. Reteach and retest if necessary.

III. Unit references

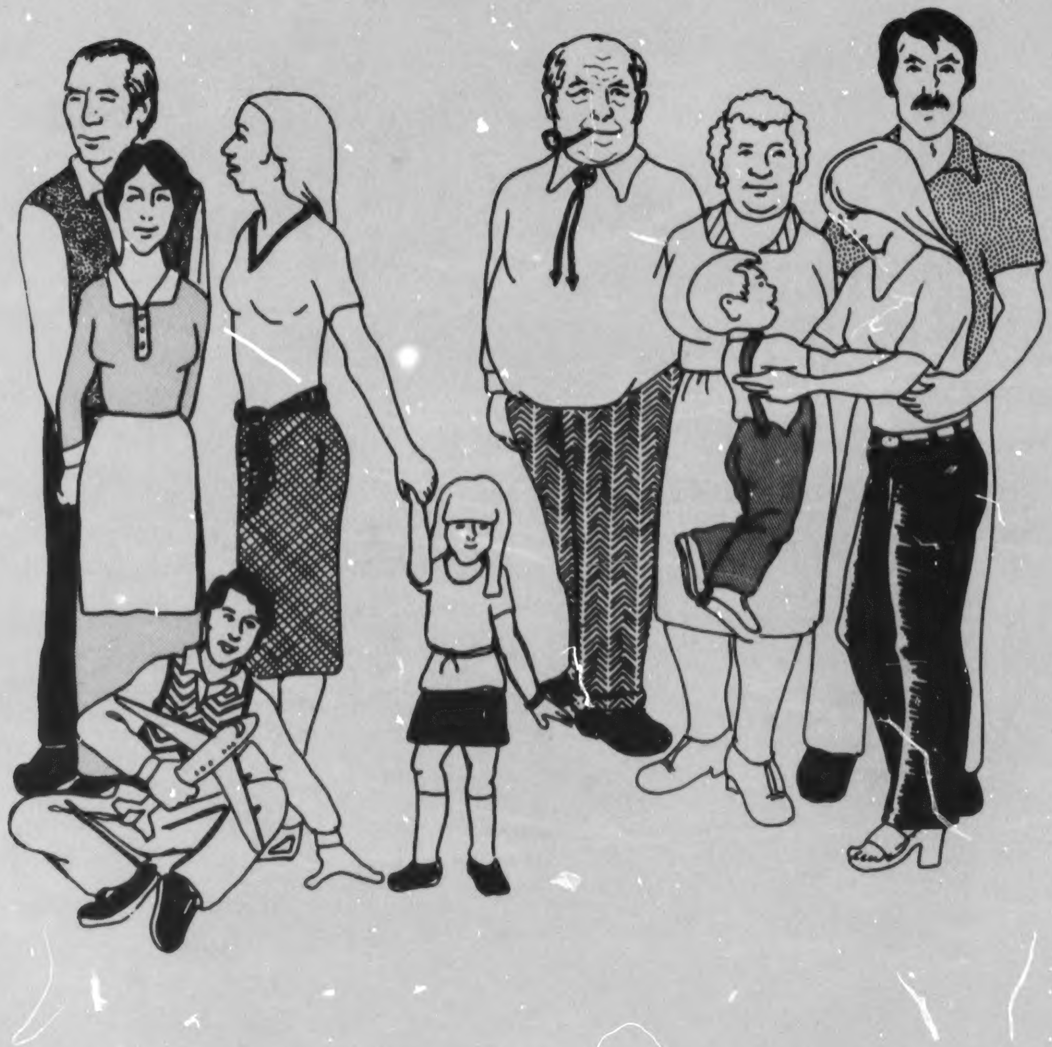
A. *An Instructor's Guide for Family Living and Parenthood Education: A Competency-Based Approach, Level III.* Memphis, Tennessee: Tennessee State Department of Vocational and Technical Education and Shelby State Community College, n.d.

B. Cox, Frank D. *Human Intimacy: Marriage, the Family and Its Meaning.* New York: West Publishing Company, 1978.

C. Creech, Mary Lou. *Family Relationships and Parenting Education.* Columbia, Missouri: University of Missouri-Columbia Instructional Materials Laboratory, 1978.

D. *Instant Lessons,* "New Values and Lifestyles." New York: J. C. Penney Company, Inc., Consumer Education Services, 1983.

# The Extended Family



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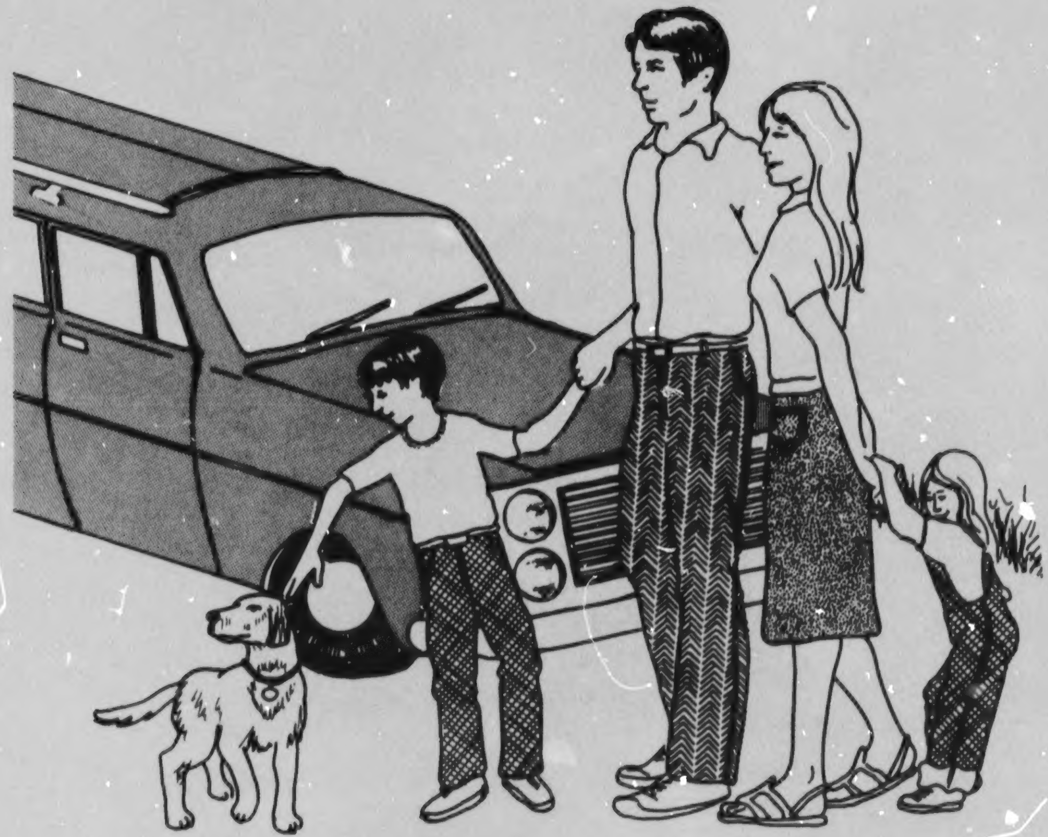
MF - 11-D

# The Nuclear Family



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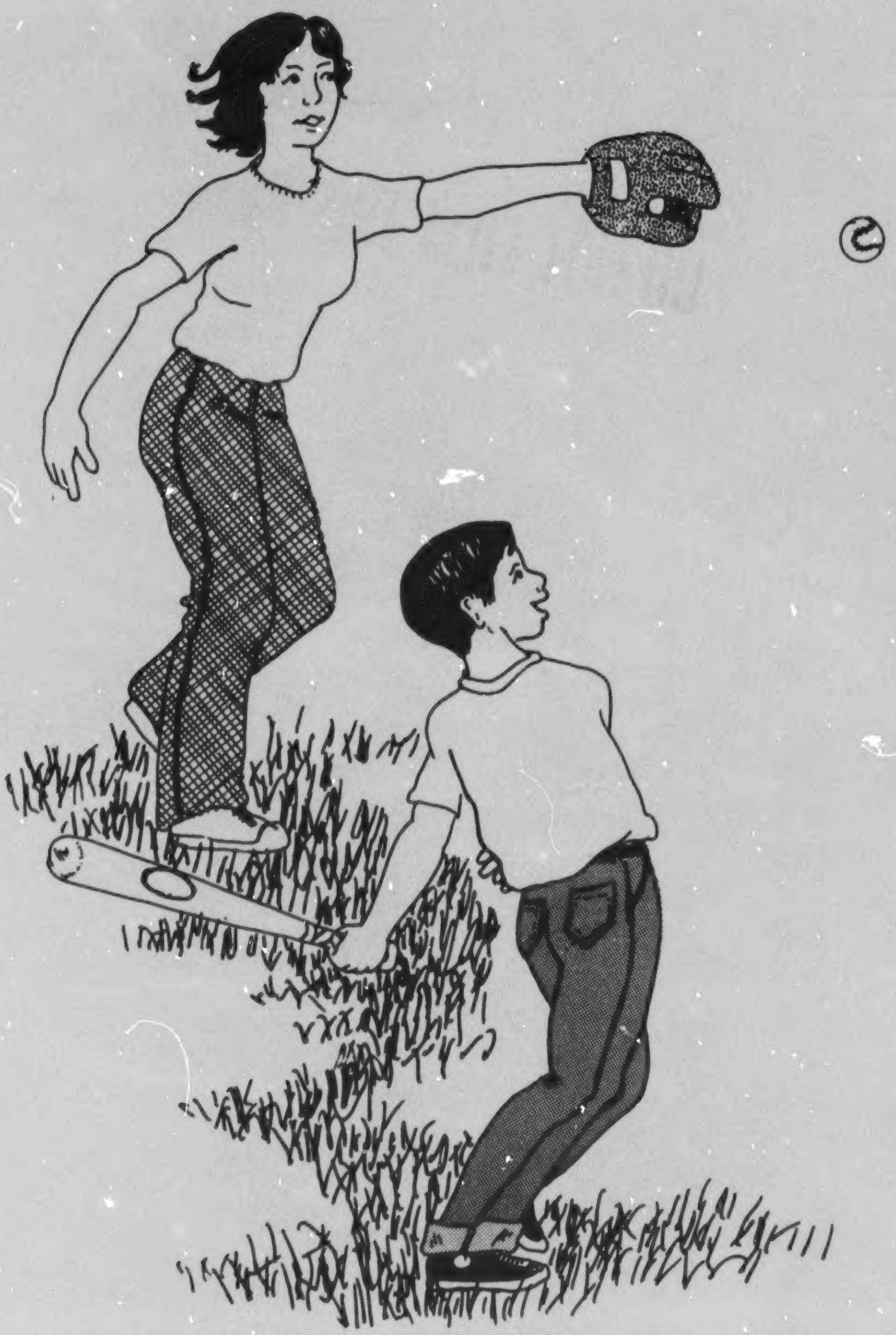
# The Single-Parent Family



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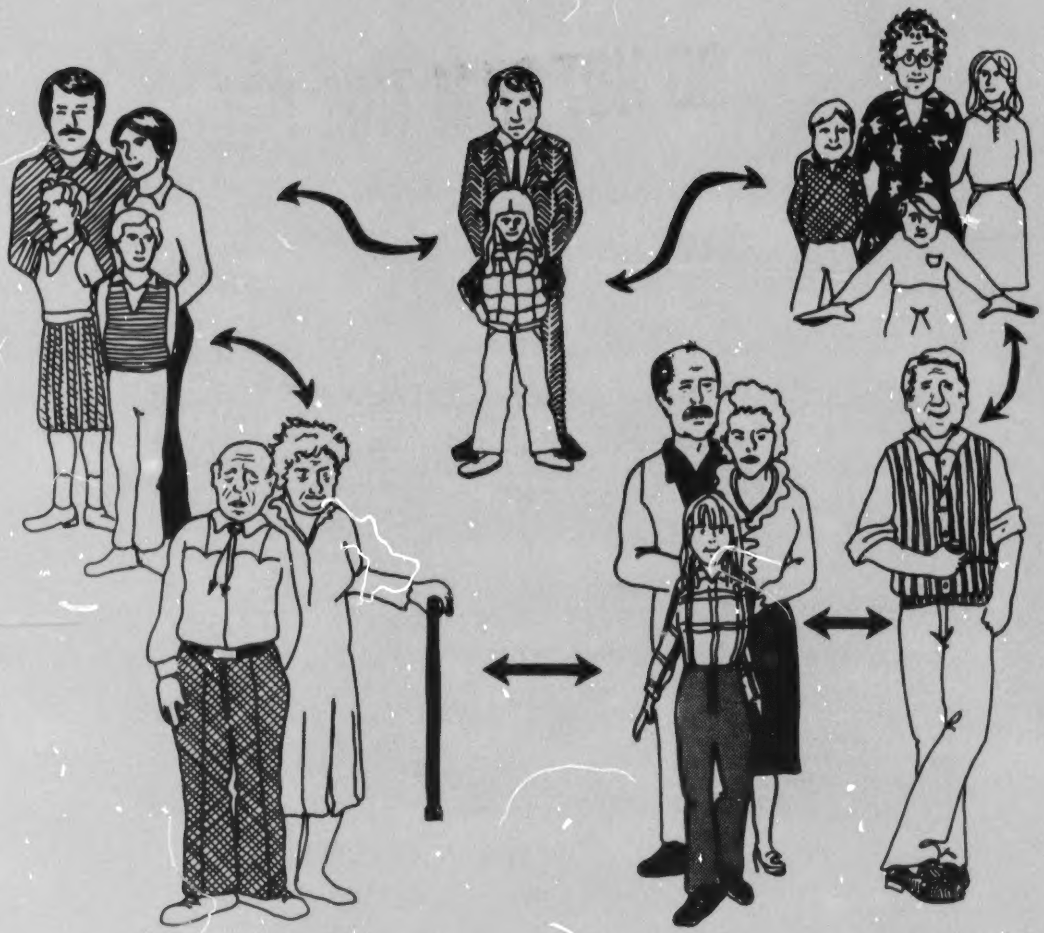
# The Cooperative Family



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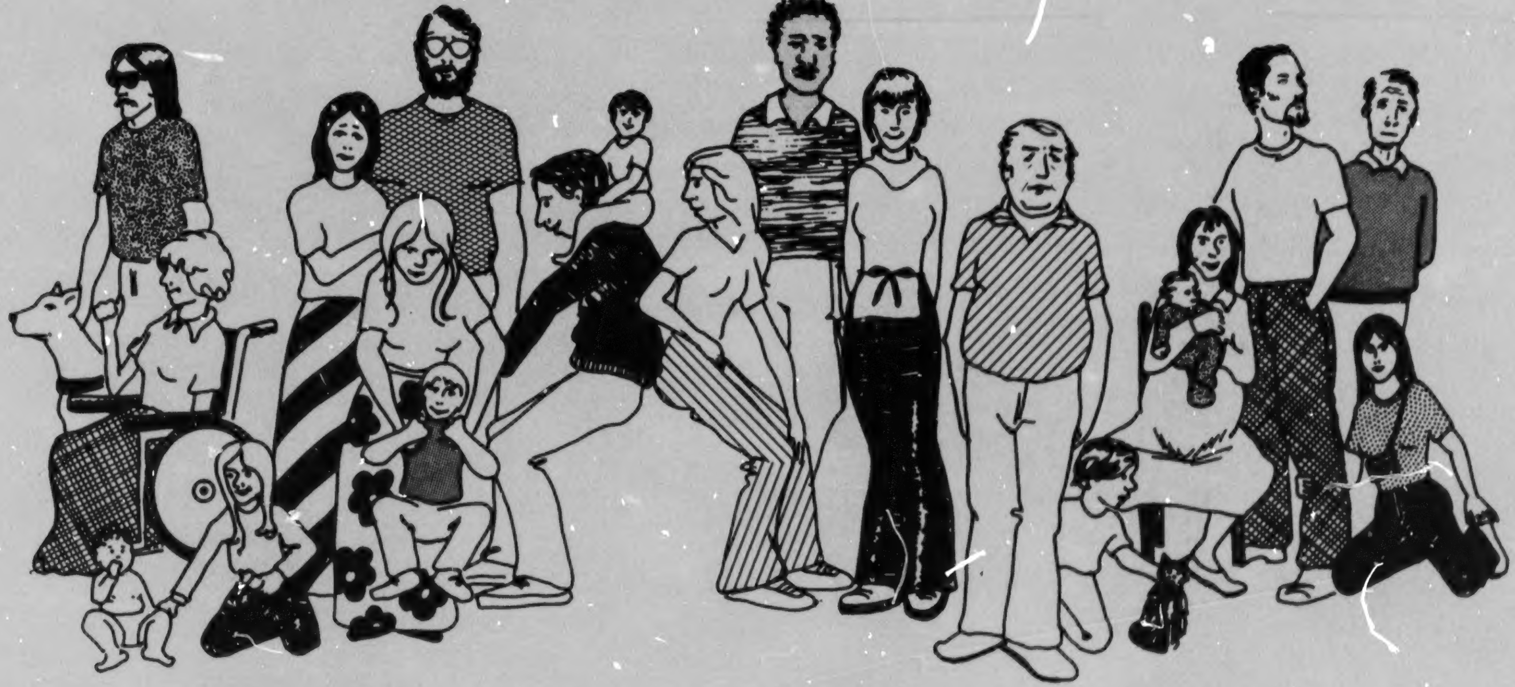
# The Communal Family



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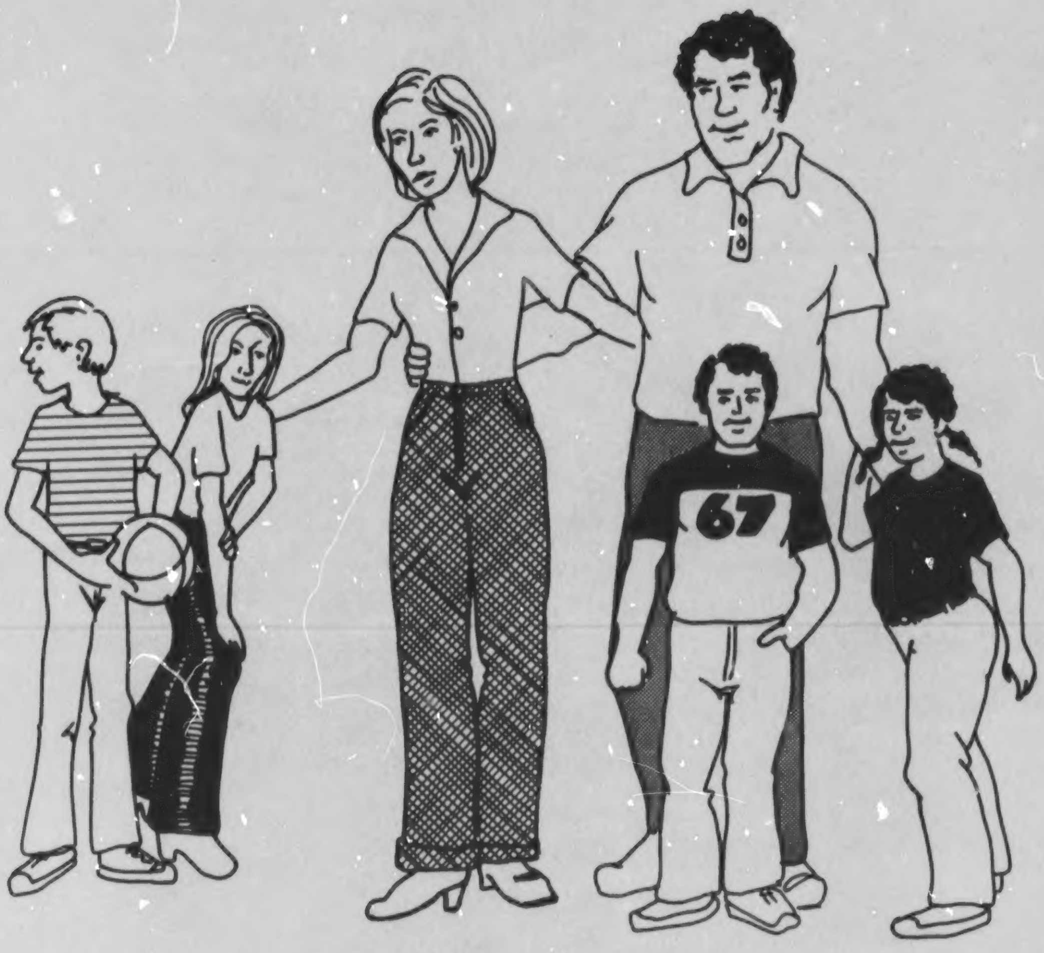
TM #5

MF - 17-D

# The Blended Family



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MF - 21-D

# Ways That Families Assign Tasks

| | FAMILY A | | | | | FAMILY B | | | FAMILY C | |
|---|---|---|---|---|---|---|---|---|---|---|
| Who should | Mother | Father | Teenage Son | Teenage Daughter | Seven-Year-Old Son | Single Mother/Father | Teenage Son | Teenage Daughter | Single Mother/Father | Teenage Daughter/Son |
| Wash the dishes? | | | | | | | | | | |
| Mow the lawn? | | | | | | | | | | |
| Wash the car? | | | | | | | | | | |
| Take out the trash? | | | | | | | | | | |
| Weed the garden? | | | | | | | | | | |
| Dust and vacuum? | | | | | | | | | | |
| Water the lawn? | | | | | | | | | | |
| Cook the meals? | | | | | | | | | | |
| Clean the bathroom? | | | | | | | | | | |
| Iron the clothes? | | | | | | | | | | |
| Shop for groceries? | | | | | | | | | | |
| Clean the garage? | | | | | | | | | | |
| Pay the bills? | | | | | | | | | | |
| Do the laundry? | | | | | | | | | | |
| Change the beds? | | | | | | | | | | |
| Balance the checkbook? | | | | | | | | | | |
| Refinish/mend furniture? | | | | | | | | | | |
| Change the car oil? | | | | | | | | | | |
| Mop the floors? | | | | | | | | | | |
| Attend school functions? | | | | | | | | | | |
| Be the family taxi driver? | | | | | | | | | | |
| Stay home with an ill child? | | | | | | | | | | |
| Do the income tax report? | | | | | | | | | | |

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# FAMILY LIFE
## UNIT I

## INFORMATION SHEET

I. Terms and definitions

A. Heritage — Something handed down from one's ancestors

EXAMPLES: Physical characteristics, culture, traditions

B. Family — Two or more persons committed to each other who share resources, responsibility for decisions, values, and goals

C. Family life cycle — Series of stages that most families pass through

D. Family structure — System that indicates who will be responsible for majority of family decisions

II. Factors that affect heritage

A. Physical characteristics of ancestors

EXAMPLE: Short or tall

B. Behavioral characteristics of ancestors

EXAMPLE: Quick-tempered or easygoing

C. Environment

(NOTE: A poor environment before or after birth can alter a child's heritage. Inadequate prenatal care or lack of affection or nutrition after birth can have harmful effects on the child's emotional and physical development.)

III. Responsibilities of all family members to each other

A. To provide physical care

B. To nurture personality growth

C. To meet emotional needs

EXAMPLE: Providing acceptance and security

D. To teach moral values

## INFORMATION SHEET

IV. Stages in the family life cycle

(NOTE: Many situations can affect the traditional family life cycle, such as divorce, death, pregnancy or a decision to stay single. Some families may overlap stages while others may skip stages.)

- A. Newly established couples
- B. Childbearing families

  (NOTE: These are families with preschool children.)
- C. Families with school-age children
- D. Families with adolescent and young adult children
- E. Postparental families

  (NOTE: In these families, the children have established homes of their own.)
- F. Aging families

  (NOTE: At this stage of the family life cycle, retirement plans are made.)

V. Types of family structures

- A. Patriarchal — Father rules
- B. Matriarchal — Mother rules
- C. Equalitarian — Both parents share decisions and responsibilities

  (NOTE: Equalitarian families may allow the children to share in decisions and responsibilities.)

VI. Types of families

- A. Extended — Several related generations living under one roof

  (NOTE: This type of family was more common in the past when grandparents or other relatives lived with a father, mother, and children and helped with the rearing of the children.)
- B. Nuclear — Two parents living together with their child or children

  (NOTE: Although this type of family has been the common ideal in the American society, the number of nuclear families continues to decline.)

## INFORMATION SHEET

C. Single-parent — One parent living with child or children

(NOTE: Due to the increased divorce rate, the number of single-parent families has increased. Most single-parent families are headed by the mother.)

D. Cooperative — Several families who maintain private living spaces and who at the same time have access to a larger family experience through sharing selected living spaces and certain activities

E. Communal — Several related or nonrelated families living together in one large house or on the same piece of land

F. Blended or reconstituted — Remarried parent and stepparent living with child or children

VII. Ways that families differ

A. Resources

EXAMPLES: Education, talent, economic ability

B. Customs and traditions

EXAMPLES: Celebrating Thanksgiving is an American custom; opening packages on Christmas morning is a family tradition

C. Goals

EXAMPLE: Owning a new car before buying a house

D. Values

EXAMPLES: Material, aesthetic, moral

E. Mobility

EXAMPLE: Choice of living in one town permanently rather than moving often to different towns

F. Family size

G. Family structure

VIII. Values that influence family members

A. Material values — Standards of importance related to physical things or objects

EXAMPLES: Attitude toward use of money, food preferences, type of home desired

## INFORMATION SHEET

B. Aesthetic values — Ideas or judgments concerning art and beauty

EXAMPLE: Preferences for types of music or literature

C. Moral values — Standards of what is right and good

EXAMPLES: Religious preferences, attitudes toward another person's race, sex, culture, or nationality

## FAMILY LIFE
## UNIT I

### ASSIGNMENT SHEET #1 — ASSESS PERSONAL EXPECTATIONS OF FAMILY LIFE

NAME ________________________________________ SCORE ________________

Personal experiences influence a person's expectations of family life. Since everyone has different personal experiences, ideas about family life will be different.

PART I

Read the rhyme below and think about what *family* means to you. Use your own paper and supplies that are available to create a picture that expresses your ideas and feelings about family.

What is a family, what can it be
Is it my mother, my father and me?

Or is it one parent, a son and his dog,
Living in Frisco, a place of dense fog?

Perhaps it's a mother, her husband, his kids,
In a split-level ranch north of Kalamazids?

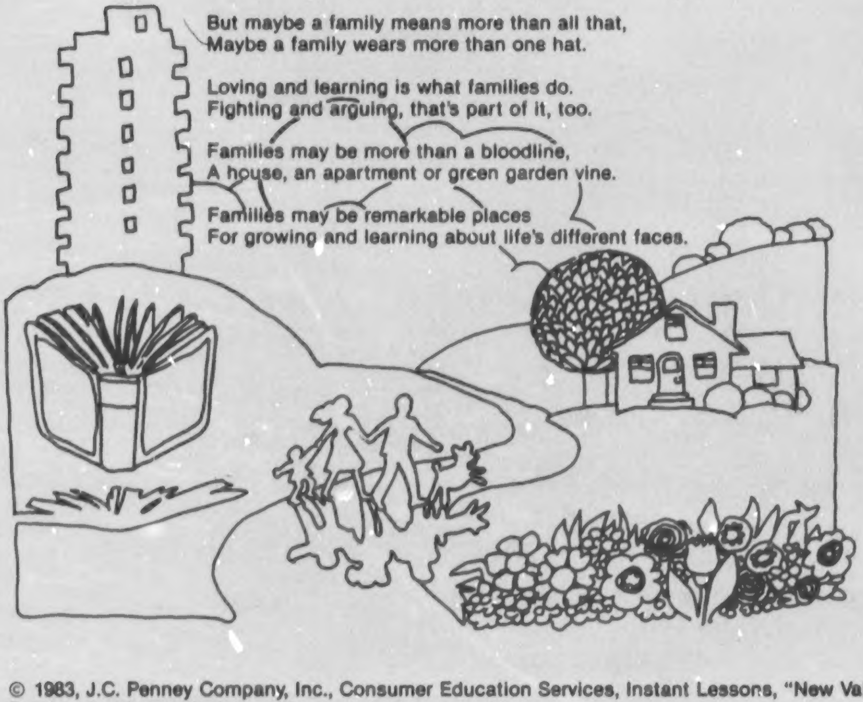
Could it be just a couple—the MacDonalds next door—
Who live way up on the seventeenth floor?

But maybe a family means more than all that,
Maybe a family wears more than one hat.

Loving and learning is what families do.
Fighting and arguing, that's part of it, too.

Families may be more than a bloodline,
A house, an apartment or green garden vine.

Families may be remarkable places
For growing and learning about life's different faces.



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## ASSIGNMENT SHEET #1

### PART II

The family's functions have changed over time, and its functions will probably continue to change. The family is a system in process rather than a rigid, unchanging system.

A. Create in sentence form your future expectations about family life. Complete the following sentences.

1. To me *family* means ______________________________
______________________________________________

2. The most important thing about life in my family is ____________
______________________________________________

3. Living in a family can be fun when ______________________
______________________________________________

4. Living in a family can be difficult when ___________________
______________________________________________

5. Families teach you to ______________________________
______________________________________________

6. If we did not have families, ___________________________
______________________________________________

7. When I am older, I want my family to include ______________
______________________________________________

8. I want my future family to live _________________________
______________________________________________
because _______________________________________

9. As an adult member of my future family, I would value _________
______________________________________________
because _______________________________________

## ASSIGNMENT SHEET #1

10. If I became a parent, I would want my children to ______________________

______________________________________________________________

11. I would teach my children to ______________________________________

______________________________________________________________

B. How might your family life as a child influence your family life as an adult?

______________________________________________________________

______________________________________________________________

______________________________________________________________

______________________________________________________________

______________________________________________________________

C. Do you think that family values change from one generation to another, or do they stay the same? Explain your answer.

______________________________________________________________

______________________________________________________________

______________________________________________________________

______________________________________________________________

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## FAMILY LIFE
## UNIT I

### ASSIGNMENT SHEET #2 — EXPLORE PERSONAL FAMILY HERITAGE

NAME ______________________________ SCORE ______________

You are a product of your heritage. Each life cycle that your family goes through affects you physically and socially. If many of your ancestors were short, there is a good chance that you may be short. If your ancestors practiced all the traditional social customs of the day, you too are probably well-versed in what is considered appropriate behavior.

PART I

Explore your family heritage by completing the following diagram. You may need the help of your parents, aunts, uncles, or other relatives to find the names of your great-grandparents.

Great Grandfather ____________
Great Grandmother ____________
Great Grandfather ____________
Great Grandmother ____________
Great Grandfather ____________
Great Grandmother ____________
Great Grandfather ____________
Great Grandmother ____________

____________ Grandfather
____________ Grandmother
____________ Grandfather
____________ Grandmother

____________ Mother
____________ Father

____________ Me

## ASSIGNMENT SHEET #2

### PART II

Complete the following exercise to further explore your family heritage.

A. Give a brief description of one of your ancestors from each of the following categories. Include as much information as possible.

1. Name of a great-grandparent — ____________________

   Description — ____________________

   ____________________

   ____________________

   ____________________

2. Name of a grandparent — ____________________

   Description — ____________________

   ____________________

   ____________________

   ____________________

3. Name of a parent — ____________________

   Description — ____________________

   ____________________

   ____________________

   ____________________

B. Do your relatives say that you are most like one of your ancestors? ____________

If so, which one and why? ____________________

____________________

C. From your descriptions of your ancestors, can you determine the source of any of your habits, personality characteristics, or disposition? Explain your answer.

____________________

____________________

____________________

____________________

# FAMILY LIFE
# UNIT I

## ASSIGNMENT SHEET #3 — COMPARE PAST AND PRESENT STYLES OF FAMILY LIVING

NAME ________________________________________ SCORE ______________

Families and life-styles change constantly. Today many people in the United States choose marriage, but the number of people deciding to stay single is growing.

Let your imagination take you back through many years . . . 1980 . . . 1969 . . . 1953 . . . 1944 . . . 1931 . . . 1922 . . . 1903. As you approach the turn of the century, your imagination begins to slow and the realities of the year 1880 come into focus.

- Fewer than 65 million people inhabit the continental United States.
- Of all people over fourteen years old, most are married, some are single, and very few are divorced.
- The average family has about five members.
- The great majority of families are headed by men; a very small number of families are headed by women.
- Four-fifths of the nation's paid laborers are men; one-fifth are women.
- Almost as many people are employed in farming as in nonfarming occupations.
- People employed in manufacturing industries work an average of sixty hours per week. They earn about 20 cents an hour.
- Transportation is by ship, rail, horse, or foot.
- The average length of a school term is 130 days, but most students attend only 81 days of class a year.
- Of the nation's seventeen-year-olds, 2½ percent will graduate from high school this year. Almost 3 percent of the eighteen- to twenty-one-year-olds will go on to college; most of these will be men.

Compare past and present styles of family life by studying the family portrait on the next page, and by answering the questions that follow.

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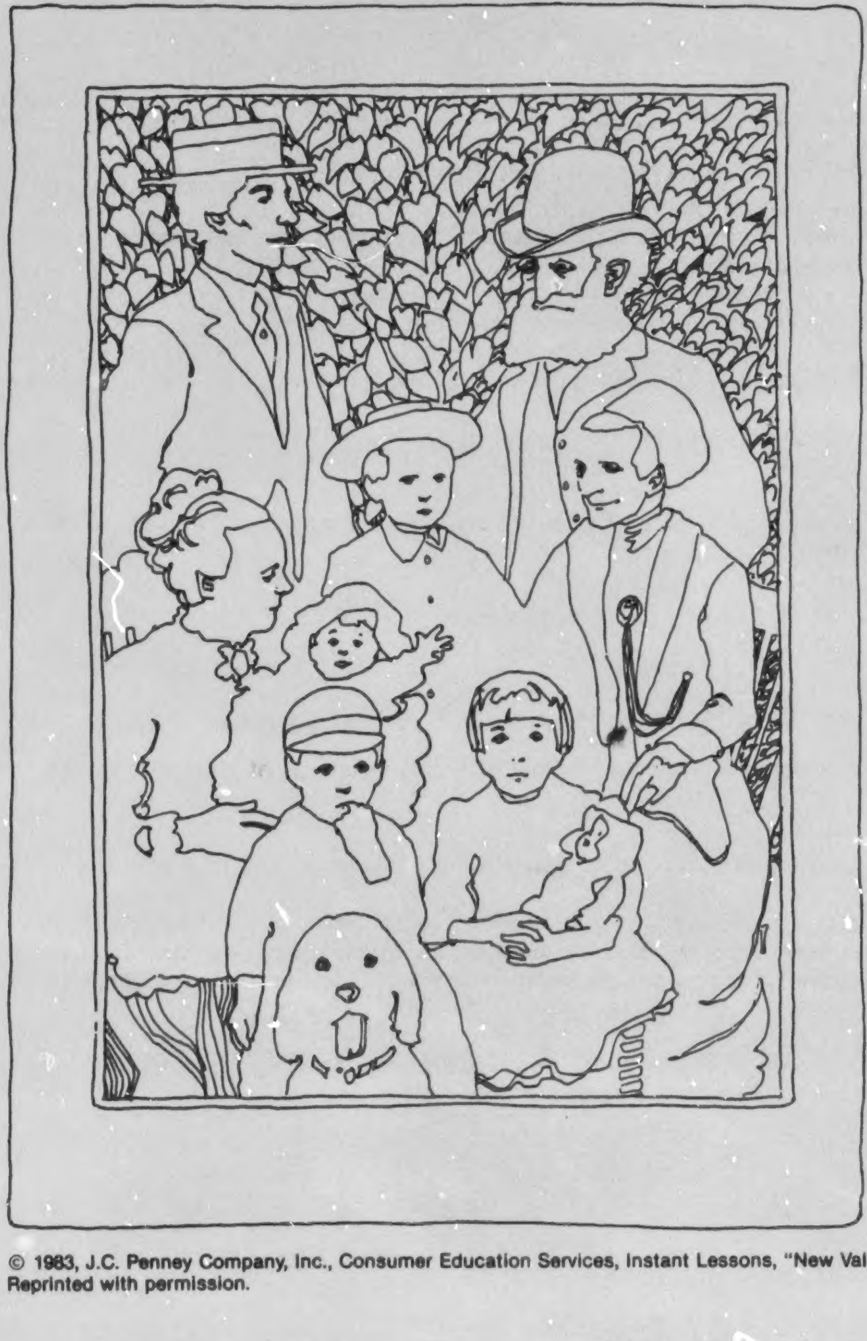
ASSIGNMENT SHEET #3

# The Family Portrait



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## ASSIGNMENT SHEET #3

A. What family members appear in the family portrait?____________________

________________________________________________

________________________________________________

________________________________________________

B. What type of family does the family portrait appear to represent? __________

C. What person in the portrait would you select as being the major breadwinner?____

________________________________________________

Why did you select this person?

________________________________________________

________________________________________________

D. What person or persons in the portrait would you select as being generally in charge of discipline? Why?

________________________________________________

________________________________________________

E. What person or persons would you select as being in charge of meal preparation? Why?

________________________________________________

F. Describe how you suppose meals were prepared and served. Include who was served first, who was responsible for food supplies, who actually prepared the meal, and who cleaned up after the meal.

________________________________________________

________________________________________________

________________________________________________

________________________________________________

________________________________________________

## ASSIGNMENT SHEET #3

G. Describe a normal day in the life of the family shown in the portrait.

H. What activities do you suppose the family enjoyed together?

I. How does your own family portrait differ from the one shown?

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# FAMILY LIFE
# UNIT I

## ASSIGNMENT SHEET #4 — ASSESS ABILITY OF FAMILIES TO MEET MEMBERS' NEEDS

NAME ______________________________ SCORE ______________

The family is still the most efficient way available to nurture and provide care for members of society. The family has been called the "shock absorber" of society. It is a place where bruised and battered individuals return after doing battle in the world.

### PART I

Identify types of families represented in the following pictures, and share some of your feelings about each family.

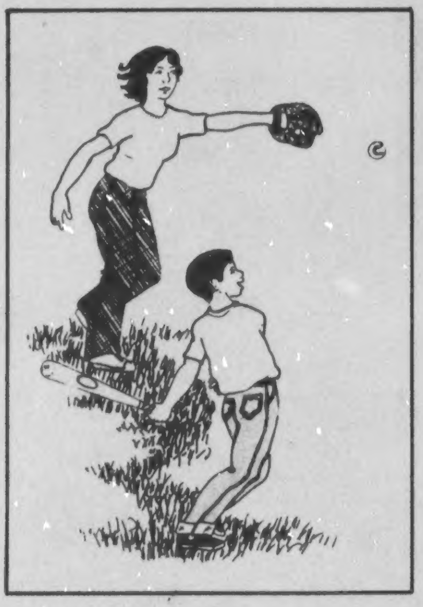
A. Type of family — ______________________________

What are the biggest challenges that you think this family may have to face?

______________________________

______________________________

______________________________



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## ASSIGNMENT SHEET #4

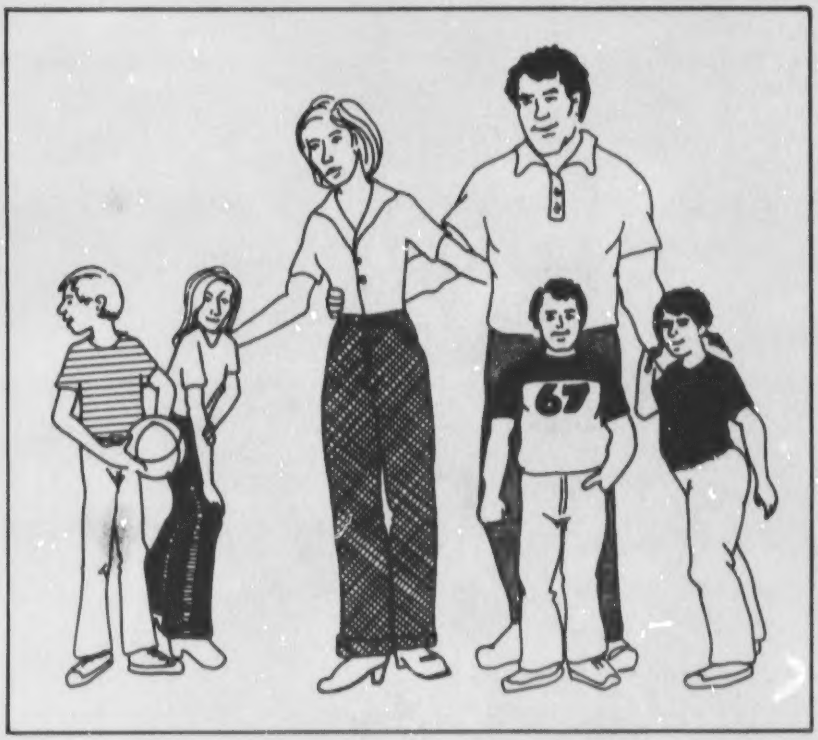
B. Type of family — ______________________________

What are the biggest challenges that you think this family may have to face?

______________________________

______________________________

______________________________



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# ASSIGNMENT SHEET #4

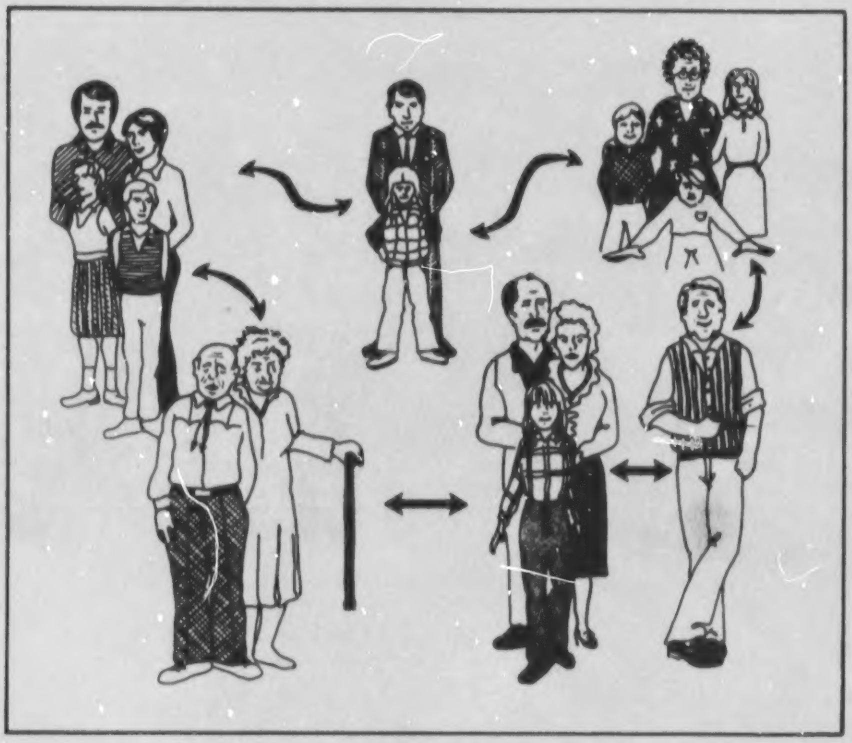
C. Type of family — ______________________________

What are the biggest challenges that you think this family may have to face?

______________________________

______________________________

______________________________



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## ASSIGNMENT SHEET #4

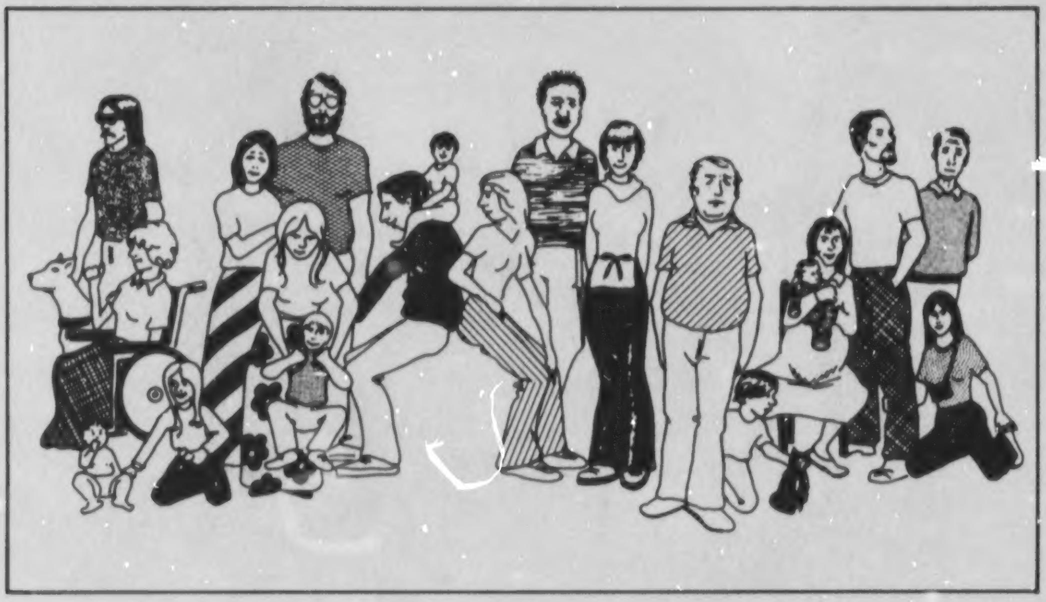
D. Type of family — ______________________________

What are the biggest challenges that you think this family may have to face?

______________________________

______________________________

______________________________



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## ASSIGNMENT SHEET #4

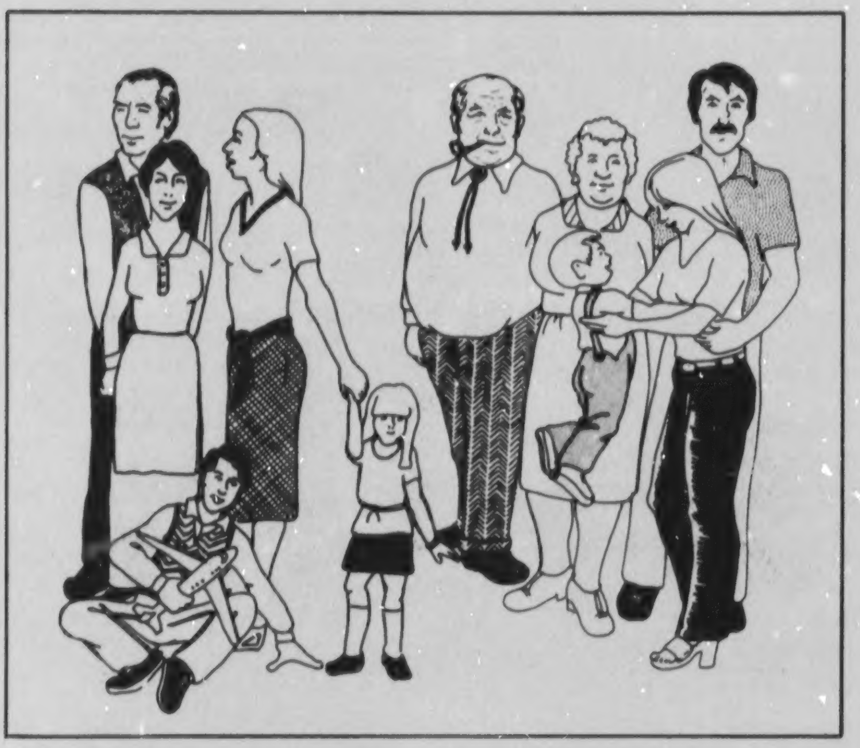
E. Type of family — ______________________________

What are the biggest challenges that you think this family may have to face?

______________________________

______________________________

______________________________



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## ASSIGNMENT SHEET #4

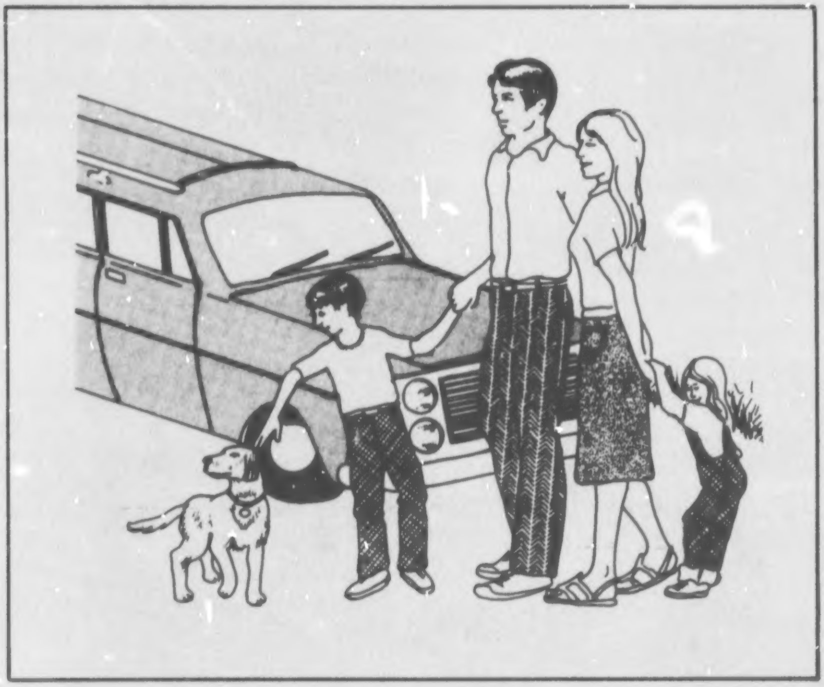
F. Type of family — ______________________________

What are the biggest challenges that you think this family may have to face?

______________________________

______________________________

______________________________



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## ASSIGNMENT SHEET #4

### PART II

There are many types of families. Each type of family is able to meet its members needs in different ways.

A. List the different types of families that you know to exist in your community.

__________________________________________

__________________________________________

__________________________________________

B. Of the different types of families discussed in this assignment sheet, which type do you think offers the most advantages to its members? List the family type and three of its advantages.

Family type — __________________________________

1. ________________________________________
________________________________________
2. ________________________________________
________________________________________
3. ________________________________________
________________________________________

## FAMILY LIFE
## UNIT I

## ASSIGNMENT SHEET #5 — ASSESS WAYS THAT FAMILIES ASSIGN TASKS

NAME ______________________________________ SCORE ______________

The type of family and its structure affect how household tasks are completed. To compare ways that families assign tasks, complete the chart in Part I and answer the questions in Part II.

PART I

A. Read the list of household tasks on the chart on the next page.

B. Family A consists of a mother, a father, a teenage son and daughter, and a seven-year-old son. Indicate with a check (✓) the family member(s) you think should be responsible for each task in this family.

C. Repeat this exercise for Family B. This family consists of a single parent and a teenage daughter and son.

   1. First, assign tasks by assuming that Family B is headed by a mother.

   2. Next, using a different colored pen, assign tasks by assuming that Family B is headed by a father.

D. Now look at Family C. Use different marks (–, ×, o, +) or colors to indicate task assignment(s) for one or more of the following combinations: mother and a teenage daughter, mother and a teenage son, father and a teenage daughter, father and a teenage son.

## ASSIGNMENT SHEET #5

| | FAMILY A | | | | | FAMILY B | | | FAMILY C | |
|---|---|---|---|---|---|---|---|---|---|---|
| Who should | Mother | Father | Teenage Son | Teenage Daughter | Seven-Year-Old Son | Single Mother/Father | Teenage Son | Teenage Daughter | Single Mother/Father | Teenage Daughter/Son |
| Wash the dishes? | | | | | | | | | | |
| Mow the lawn? | | | | | | | | | | |
| Wash the car? | | | | | | | | | | |
| Take out the trash? | | | | | | | | | | |
| Weed the garden? | | | | | | | | | | |
| Dust and vacuum? | | | | | | | | | | |
| Water the lawn? | | | | | | | | | | |
| Cook the meals? | | | | | | | | | | |
| Clean the bathroom? | | | | | | | | | | |
| Iron the clothes? | | | | | | | | | | |
| Shop for groceries? | | | | | | | | | | |
| Clean the garage? | | | | | | | | | | |
| Pay the bills? | | | | | | | | | | |
| Do the laundry? | | | | | | | | | | |
| Change the beds? | | | | | | | | | | |
| Balance the checkbook? | | | | | | | | | | |
| Refinish/mend furniture? | | | | | | | | | | |
| Change the car oil? | | | | | | | | | | |
| Mop the floors? | | | | | | | | | | |
| Attend school functions? | | | | | | | | | | |
| Be the family taxi driver? | | | | | | | | | | |
| Stay home with an ill child? | | | | | | | | | | |
| Do the income tax report? | | | | | | | | | | |

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## ASSIGNMENT SHEET #5

### PART II

Answer the following questions about the task assignments you made in Part I.

A. How did you decide who should do what?

B. Do you see any patterns in the types of tasks you assigned to mothers and daughters? To fathers and sons? Explain.

C. If you were to ask your grandparent or someone who is approximately of your grandparent's age, how do you think his or her task assignments would differ from those assignments that you made. Why?

D. Describe what you learned about assigning and doing family tasks.

# FAMILY LIFE
# UNIT I

## ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #1 — Completed to the satisfaction of the instructor

Assignment Sheet #2 — Completed to the satisfaction of the instructor

Assignment Sheet #3 — Completed to the satisfaction of the instructor

Assignment Sheet #4 — Completed to the satisfaction of the instructor

Assignment Sheet #5 — Completed to the satisfaction of the instructor

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# FAMILY LIFE
# UNIT I

## TEST

NAME ______________________________ SCORE ______________

1. Match to their correct definitions terms associated with family life. Write the correct numbers in the blanks.

______a. Series of stages that most families pass through

______b. Two or more persons committed to each other who share resources, responsibility for decisions, values, and goals

______c. Something handed down from one's ancestors

______d. System that indicates who will be responsible for majority of family decisions

1. Heritage
2. Family life cycle
3. Family
4. Family structure

2. List factors that affect heritage.

a. ______________________________

b. ______________________________

c. ______________________________

3. State responsibilities of all family members to each other.

a. ______________________________

b. ______________________________

c. ______________________________

d. ______________________________

4. Arrange in order stages in the family life cycle. Write a "1" before the first stage, a "2" before the second stage, and so on.

______a. Families with school-age children

______b. Aging families

______c. Newly established couples

______d. Postparental families

______e. Families with adolescent and young adult children

______f. Childbearing families

# TEST

5. List types of family structures.

a.__________________________ — Mother rules

b.__________________________ -- Both parents share decisions and responsibilities

c.__________________________ — Father rules

6. Match types of families to their correct descriptions. Write the correct numbers in the blanks.

_____a. Several related generations living under one roof

_____b. Two parents living together with their child or children

_____c. Several families who maintain private living spaces and who at the same time have access to a larger family experience through sharing selected living spaces and certain activities

_____d. Several related or nonrelated families living together in one large house

_____e. Remarried parent and stepparent living with child or children

_____f. One parent living with child or children

1. Single-parent
2. Extended
3. Communal
4. Cooperative
5. Blended or reconstituted
6. Nuclear

7. List four ways that families differ.

a. ____________________________________________

b. ____________________________________________

c. ____________________________________________

d. ____________________________________________

8. Match to their correct descriptions values that influence family members. Write the correct numbers in the blanks.

_____a. Ideas or judgments concerning art and beauty

_____b. Standards of what is right and good

_____c. Standards of importance related to physical things or objects

1. Material values
2. Aesthetic values
3. Moral values

# TEST

(NOTE: Test questions 9-13 list the assignment sheets. They are an important part of this test. If they have not been completed, check with your instructor.)

9. Assess personal expectations of family life.

10. Explore personal family heritage.

11. Compare past and present styles of family living.

12. Assess ability of families to meet members' needs.

13. Assess ways that families assign tasks.

# FAMILY LIFE
# UNIT I

## ANSWERS TO TEST

(NOTE: It may be helpful to use your blank test to make a key. The points designated in parentheses are intended to be guidelines and should be adapted to meet the needs of each teaching/learning situation. The point total is 150.)

1. (8 points)
   - a. 2
   - b. 3
   - c. 1
   - d. 4

2. (3 points)
   - a. Physical characteristics of ancestors
   - b. Behavioral characteristics of ancestors
   - c. Environment

3. (4 points)
   - a. To provide physical care
   - b. To nurture personality growth
   - c. To meet emotional needs
   - d. To teach moral values

4. (12 points)
   - a. 3
   - b. 6
   - c. 1
   - d. 5
   - e. 4
   - f. 2

5. (3 points)
   - a. Matriarchal
   - b. Equalitarian
   - c. Patriarchal

## ANSWERS TO TEST

6. (12 points)

   a. 2
   b. 6
   c. 4
   d. 3
   e. 5
   f. 1

7. (4 points)

   Answer should include any four of the following

   a. Resources
   b. Customs and traditions
   c. Goals
   d. Values
   e. Mobility
   f. Family size
   g. Family structure

8. (3 points)

   a. 2
   b. 3
   c. 1

9. Completed to the satisfaction of the instructor (25 points)

10. Completed to the satisfaction of the instructor (22 points)

11. Completed to the satisfaction of the instructor (12 points)

12. Completed to the satisfaction of the instructor (22 points)

13. Completed to the satisfaction of the instructor (20 points)

## FAMILY CRISIS MANAGEMENT
## UNIT II

### UNIT OBJECTIVE

After completing this unit, the student should be able to state ways to survive a crisis and should be able to determine methods for dealing with crisis situations. The students will show this knowledge by completing the assignment sheets and unit test with a minimum score of 85 percent.

### SPECIFIC OBJECTIVES

After completing this unit, the student should be able to

1. Define *family crisis*.
2. Match to their correct definitions terms associated with family crisis management.
3. List examples of crises faced by families.
4. List factors that determine whether or not a particular event becomes a crisis.
5. Arrange in order the phases of crisis management.
6. Match to their correct descriptions types of resources that help families withstand crises.
7. List types of costs associated with a crisis.
8. State guidelines for surviving a crisis.
9. State guidelines for assisting children through common crises.
10. Explore how a family managed a crisis.
11. Assess personal ability to manage a crisis.
12. Rate personal ability to cope with change.
13. Assess crisis management methods.

# FAMILY CRISIS MANAGEMENT
## UNIT II

## SUGGESTED ACTIVITIES

I. Unit contents

   A. Objective sheet

   B. Suggested activites

   C. Transparency master: TM #1 — Family Crises: An Overview

   D. Information sheet

   E. Assignment sheets

      1. Assignment Sheet #1 — Explore How a Family Managed a Crisis

      2. Assignment Sheet #2 — Assess Personal Ability to Manage a Crisis

      3. Assignment Sheet #3 — Rate Personal Ability to Cope with Change

      4. Assignment Sheet #4 — Assess Crisis Management Methods

   F. Answers to assignment sheets

   G. Test

   H. Answers to test

II. Instructor's guide

   A. Order materials to supplement unit.

      1. Booklets

         (NOTE: Order the following booklets from Public Affairs Pamphlets, 381 Park Avenue South, New York, New York 10016.)

         a. #541 — "Helping Children Face Crises."

         b. #452 — "How to Help the Alcoholic."

         c. #506 — "You and Your Alcoholic Parent."

         d. #588 — "To Combat and Prevent Child Abuse and Neglect."

         e. #552 — "Runaway Teenagers."

## SUGGESTED ACTIVITIES

2. Filmstrips

   a. *Child Abuse: Breaking the Cycle.* Three 35 mm color filmstrips and audio cassettes. "Stephanie's Story," 14 minutes, "David's Story," 13 minutes; "Lynn's Story," 12 minutes; Sunburst Communications, 1983. Available from Sunburst Communications, 39 Washington Avenue, P.O. Box 40, Pleasantville, New York 10550.

      (NOTE: This filmstrip series helps students achieve the understanding that may prevent them from ever becoming abusive parents.)

   b. *Coping with Family Change.* Three 35 mm color filmstrips and audio cassettes: "Redefining the Family," 11 minutes; "Single Parent Families," 12 minutes; "Stepparents and Blended Families," 14 minutes; Sunburst Communications, 1982. Available from Sunburst Communications, 39 Washington Avenue, P.O. Box 40, Pleasantville, New York 10550.

      (NOTE: This filmstrip series shows how teenagers can help themselves and other family members cope with changing roles and obligations.)

   c. *Violence in the Family.* Four 35 mm color filmstrips and audio cassettes: "Dynamics of Family Violence," 10 minutes; "Child Abuse and Neglect," 12 minutes; "Battered Wives," 12 minutes; "Adolescent Abuse," 10 minutes; Sunburst Communications, 1978. Available from Sunburst Communications, 39 Washington Avenue, P.O. Box 40, Pleasantville, New York 10550.

      (NOTE: This filmstrip series explores the causes, characteristics and possible solutions to the problems of family violence.)

B. Introduce unit.

SUGGESTIONS:

- Use Transparency #1 to evoke discussion. Ask students to list additional crises that may occur in a family.
- Discuss the importance of preventing an event from developing into a crisis situation.

  EXAMPLES: Having money in a savings account can prevent a crisis situation if one becomes unemployed; getting proper counseling before filing for divorce can lessen the severity of the crisis or in some cases may prevent the divorce altogether.

- Ask students to discuss why they think dynamite was used to depict crises.

## SUGGESTED ACTIVITIES

C. Provide students with objective sheet.

D. Discuss unit and specific objectives.

E. Provide students with information and assignment sheets.

F. Discuss information and assignment sheets.

1. Discuss family crises. Use Information Sheet, Section I

   SUGGESTIONS:

   - Ask students to list crises that have happened in their families in the last year.

   - Encourage students to discuss some of the ways a family they know coped with a crisis.

2. Use Information Sheet, Section II to discuss terms and definitions associated with family crisis management.

3. Discuss examples of crises faced by families. Use Information Sheet, Section III. Emphasize to the students that some situations may not be viewed as a crisis by some people.

   EXAMPLES: Obtaining a divorce and getting out of an unhappy marriage may be the end of a crisis situation for one of the marriage partners.

   Retirement may be considered a crisis if the person feels that he or she will be lost without a job. In contrast, someone who has big plans for travel or a hobby will be looking forward to retirement.

4. Discuss management of family crises. Combine Information Sheet, Sections IV through VI and Assignment Sheets #1 and #2.

   SUGGESTIONS:

   - Help students develop a Directory of Community Resources for Families in Crisis. Include information such as the type of crisis; the name, address, and phone number of each organization; the name of a contact person; the service offered; and the cost, if any.

   - Show or review *Coping with Family Change* filmstrips and *Violence in the Home* filmstrips.

## SUGGESTED ACTIVITIES

- Invite to the class as guest speakers counselors from the Department of Human Resources or a regional guidance center. Have speaker(s) discuss how they help people cope with crisis situations.

- Use Public Affairs pamphlets.

- Introduce a variety of family coping strategies.

EXAMPLES: How can good physical health help meet the demands of a crisis?

How can good family relationships make crisis management easier?

Why is the ability to adapt to change important in a crisis?

How can financial preparations such as savings and insurance prevent or ease a family crisis?

How can children help a family weather a crisis?

How can decision making and management skills aid in coping?

Why is "changing what you can and accepting what you can't" an important rule to consider in family crisis management?

5. Discuss the economic, emotional, and social costs of a crisis. Use Information Sheet, Section VII and Assignment Sheet #3.

6. Combine Information Sheet, Section VIII and Assignment Sheet #4. Emphasize that one should not be ashamed to seek professional help.

   SUGGESTION:

   - Invite a resource person to speak to the students about the ways he or she coped with a crisis.

7. Discuss guidelines for assisting children through a crisis. Use Information Sheet, Section IX.

   SUGGESTION:

   - Invite to the class as a guest speaker an elementary school counselor or child psychologist to emphasize that children need special attention in dealing with crisis situations.

## SUGGESTED ACTIVITIES

G. Develop appropriate learning activities for special needs students.

H. Give test.

I. Reteach and retest if necessary.

III. Unit references

A. Glossen, Linda. *Family Living and Parenthood*. Lubbock, Texas: Home Economics Instructional Materials Center, 1981.

B. Irwin, Theodore. *How to Cope with Crisis*. New York: Public Affairs Pamphlets, 1983.

C. Jennings, Margie. *Decisions in Living*. Lexington, Massachusetts: Ginn and Company, 1976.

D. Nuehaus, Robert, and Ruby Neuhaus. *Family Crisis*. Columbus, Ohio: Charles E. Merrill Publishing Company, 1974.

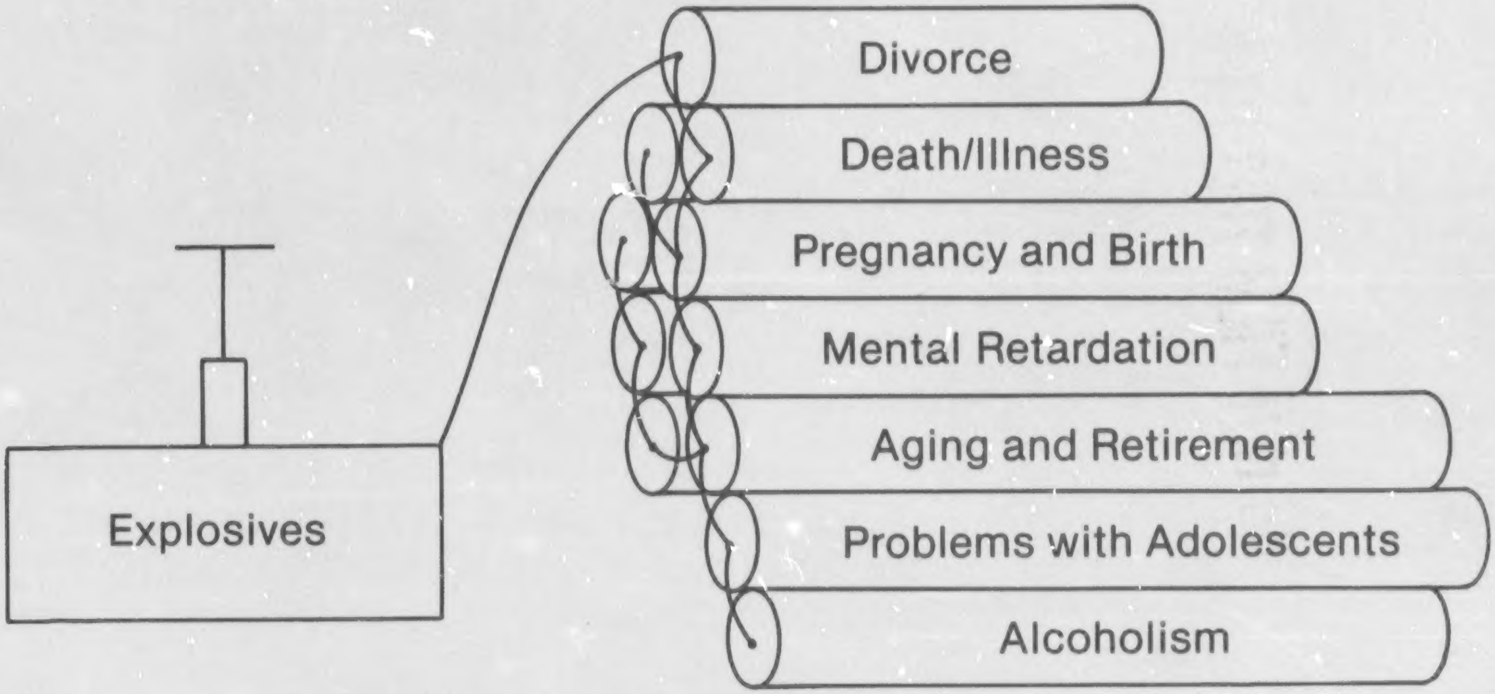
E. Riker, Audrey, and Charles Riker. *Me: Understanding Myself and Others*. Peoria, Illinois: Chas. A. Bennett Co., Inc., 1977.

F. Ryder, Verdene. *Contemporary Living*. South Holland, Illinois: Goodheart-Wilcox Company, Inc., 1979.

G. Westlake, Helen Gum. *Relationships: A Study in Human Behaviors*. Lexington, Massachusetts: Ginn and Company, 1980.

# Family Crises: An Overview

Most people face some stress or crisis during their lives. Their success depends on the means by which they are able to cope with these situations.


Explosives
Divorce
Death/Illness
Pregnancy and Birth
Mental Retardation
Aging and Retirement
Problems with Adolescents
Alcoholism

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# FAMILY CRISIS MANAGEMENT
## UNIT II

## INFORMATION SHEET

I. Family crisis — Any event that disrupts normal family functioning

(NOTE: Some crises cause change, and some changes cause crises. Being able to work through the changes and crises can result in growth.)

II. Terms and definitions

A. Emotion — Strong feeling

EXAMPLES: Joy, fear, anger

(NOTE: In a crisis, emotions are particularly evident.)

B. Anxiety — State of being uneasy or worried about what may happen; concern about a possible future event

C. Psychotherapist — Specialist trained to provide treatment of mental disorders by various means such as communication between therapist and patient, counseling, and psychoanalysis

(NOTE: Psychoanalysis is the method of obtaining a detailed account of past and present emotional experiences to determine the source. Psychoanalysis is used to help persons cope with their problems.)

D. Psychiatrist — Doctor of medicine who specializes in the treatment and prevention of disorders of the mind

(NOTE: Medical internship must be completed before a person can become a psychiatrist.)

E. Stress — Mental or physical tension or strain that results in fatigue or distress

EXAMPLE: Having two semester tests in one day could cause stress.

F. Psychologist — Specialist trained in methods of psychological analysis, therapy, and research

(NOTE: Unlike a psychiatrist, a psychologist is not a doctor of medicine and may not prescribe medicines.)

III. Examples of crises faced by families

A. Unemployment

B. Frequent moves

## INFORMATION SHEET

C. Divorce

D. Remarriage

E. Alcohol or drug abuse

F. Mental breakdown

G. Child abuse or neglect

H. Spouse abuse

I. Handicapped family member

(NOTE: The family member may be physically and/or mentally handicapped.)

J. Criminal attack

K. Birth of a child

L. Death

M. Financial loss

N. Serious illness or accident

O. Natural disaster

EXAMPLES: Tornado, hurricane, earthquake, flood

P. Stepparenting

Q. Retirement

R. Children

(NOTE: Even the best behaved and well mannered children can cause crisis in the family.)

S. Institutionalizing of a family member

T. House or business destroyed by fire

## INFORMATION SHEET

IV. Factors that determine whether or not a particular event becomes a crisis

(NOTE: Some people have a tendency to always have a crisis in their lives. If there are no crises in their own lives, they may become involved with someone who does face a crisis and adopt this crisis.)

A. Level of hardship caused by the situation or event

(NOTE: No matter how stable the family is, if an event such as a fire destroys their home, the event will become a crisis.)

B. Availability and use of coping resources

EXAMPLE: If a family has money in a savings account, the crisis created when the major breadwinner loses his or her job will be less severe.

C. Attitude of the family toward the event

(NOTE: Some families seem to have more crises than others. However, what may seem to be a crisis to one family may only be a slight interruption to another family.)

V. Phases of crisis management

A. Actual event

B. Period of disorganization

(NOTE: During any crisis there is a time when one wonders what should be done next.)

C. Period of reorganization

(NOTE: During the period of reorganization, plans for overcoming the crisis are put into effect.)

VI. Types of resources that help families withstand crises

(NOTE: Why do some families manage to survive a crisis while others seem to "fall apart"? Families who handle crises successfully have incorporated into their lives resources for handling crises. Through the years, they have prepared themselves for the unexpected.)

A. Mental strength — Allows people to cope with the complexities and unpredictable elements of crises

EXAMPLES: Adaptability, flexibility

## INFORMATION SHEET

B. Physical stamina — Provides strength and energy

C. Family relationships — Provide basic feelings of love and security

D. Financial reserves — Provide money for keeping the household running smoothly

(NOTE: Often the spending demands of a crisis become so great that they cause financial instability, another crisis.)

E. Friends — Provide emotional support

(NOTE: Friends may find it difficult to provide long-term assistance because they are involved with their own families' needs.)

F. Community — Provides sources of professional help, often without cost

EXAMPLES: Group counselor, private counselor, regional guidance centers, school counselor, minister, law enforcement people, social workers

VII. Types of costs associated with a crisis

A. Economic

(NOTE: Nearly every crisis will have an immediate economic cost attached to it.)

B. Emotional

(NOTE: During a crisis, people who are very strong emotionally may suffer inner stress and think that they cannot cope with the crisis.)

C. Social

(NOTE: Often during a family crisis, the life-style of a family is changed.)

D. Time-related

(NOTE: Time spent dealing with a crisis may result in time lost from work or from social events.)

VIII. Guidelines for surviving a crisis

A. Face the crisis

(NOTE: Get your feelings out in the open and allow others to help.)

## INFORMATION SHEET

B. Organize your thoughts to determine exactly what can be done about the problem

EXAMPLE: If divorce is certain, ask what it will cost, decide who will have the house and furniture, and discuss plans for the children. Dealing with the facts can put the problem in better perspective.

C. Think for yourself

(NOTE: Usually it is best to judge for yourself what is important and what is not.)

D. Focus your energies on taking appropriate action for a solution

(NOTE: Develop ways of seeking and using the help of friends, relatives, and community resources.)

E. Seek professional help if needed

(NOTE: Many persons benefit from the guidance of their family doctor, a member of the clergy, or a social worker. But, if you feel deeply depressed, it may be preferable to see a psychotherapist or a psychiatrist.)

F. Keep active

EXAMPLES: Involve yourself in your hobbies, develop new hobbies, participate in active sports

IX. Guidelines for assisting children through common crises

A. Family must move to a new town or school

1. Explain why the move is necessary
2. Try to give the child more of your time
3. Make the child as familiar with the new location as possible

B. Child witnesses a violent event

EXAMPLES: Tragic accident, brutal beating

1. Encourage the child to tell what he or she saw
2. Assure the child that he or she could not have prevented the incident

## INFORMATION SHEET

C. A death in the family

1. Allow the child to mourn or reminisce about the departed person

2. Explain what has happened

   (NOTE: Refer to the deaths of animals such as birds. Explain that they too stop breathing, eating, and then die.)

D. Hospitalization

1. Be sure that the child's doctor explains in the simplest of terms what is going to happen

   (NOTE: A tour of the hospital with the child allows the child to ask questions.)

2. Encourage the child to express anxiety and fear, in play and talk

   EXAMPLE: Allow child to take favorite toy to hospital.

E. Experimentation with drugs

(NOTE: If the child needs treatment or counseling, contact your family doctor, school counselor, or local medical society.)

1. Maintain self-control

2. Talk with the child, not at the child

3. Increase family involvement

4. Convey the risks and self-destruction involved in the misuse of chemical substances

   EXAMPLES: Alcohol, tobacco, glue and paint products

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# FAMILY CRISIS MANAGEMENT
## UNIT II

## ASSIGNMENT SHEET #1 — EXPLORE HOW A FAMILY MANAGED A CRISIS

NAME ________________________________ SCORE ____________

Individuals react differently to crises. Response to a critical event is affected by the severity and suddenness of the blow, the type of crisis, and whether a person is hit where he or she is most vulnerable. It makes a vast difference to a violinist, for example, whether it is a leg or an arm that is badly hurt in a car crash.

Explore how a family managed a crisis by interviewing a family member or group of family members who have managed a crisis situation. Use the following questions as a guide.

A. What event became a crisis?

________________________________________________

________________________________________________

B. How long did it take the family to face the crisis? ____________________

C. Were family members able to organize their thoughts to determine exactly what needed to be done about the problem? ____________________

If yes, what plans did members make to resolve the problem?

________________________________________________

________________________________________________

________________________________________________

________________________________________________

D. Did family members seek help from others? ____________________

Explain your answer. ____________________

________________________________________________

________________________________________________

________________________________________________

## ASSIGNMENT SHEET #1

What resources did family members draw upon?

________________________________________________________

________________________________________________________

E. Did family members try to keep active? ____________________________

In what way(s)? _____________________________________________

________________________________________________________

________________________________________________________

# FAMILY CRISIS MANAGEMENT
## UNIT II

## ASSIGNMENT SHEET #2 — ASSESS PERSONAL ABILITY TO MANAGE A CRISIS

NAME ________________________________________ SCORE ________________

Not everyone reacts to the challenge of a crisis in the same way. In fact, how a person handles a serious problem can be more important than the event itself. Sometimes, what seems to be a crushing blow turns out to be advantageous. Also, not everyone views a crisis in exactly the same way. One person may see the emergency as an overwhelming situation. Another person may welcome the very same situation as a great opportunity to make a needed change. A crisis situation does not have to be something bad.

Assess your ability to manage crises by rating the following situations and by answering the questions that follow.

A. Using the blanks to the far left, write a "1" before the event that would cause the most severe crisis for you if it were to occur now. Write a "2" before the event that would cause the second most severe crisis. Continue until all the blanks in the far left column are numerically ranked.

| Now | In Ten Years | Possible Crisis Events |
|---|---|---|
| _____ | _____ | Your home is destroyed by fire. |
| _____ | _____ | You inherit $100,000. |
| _____ | _____ | You discover that you have become an alcoholic. |
| _____ | _____ | You have an illness that causes you to be in the hospital for several months. |
| _____ | _____ | You lose an arm or a leg in a car accident. |
| _____ | _____ | One of your parents dies. |
| _____ | _____ | Your grandmother comes to live with your family. |
| _____ | _____ | Your brother is placed in a mental hospital. |
| _____ | _____ | You (or your dating partner or spouse) become pregnant. |
| _____ | _____ | You (if you are married) decide to divorce. |
| _____ | _____ | One of your siblings dies. |

## ASSIGNMENT SHEET #2

| Now | In Ten Years | Possible Crisis Events |
|---|---|---|
| _____ | _____ | A tornado damages your home. |
| _____ | _____ | A member of your family commits suicide. |
| _____ | _____ | You lose your job. |
| _____ | _____ | Your family's income is cut in half. |
| _____ | _____ | You stop getting financial support from your family. |
| _____ | _____ | A member of your family is mentally retarded. |
| _____ | _____ | You (or a parent) get a promotion requiring the family to move to another town. |

B. If the crisis that you ranked as most severe ("1") were to actually occur, what are some of the possible changes you would have to make in your life to meet this crisis?

______________________________________________

______________________________________________

______________________________________________

______________________________________________

______________________________________________

C. Now imagine that you are ten years older. Briefly describe what you expect your life to be. Do you expect to be single or married? Do you expect to have children or to remain childless? What kind of job do you hope to have? Be as specific as possible.

______________________________________________

______________________________________________

______________________________________________

______________________________________________

______________________________________________

______________________________________________

______________________________________________

______________________________________________

## ASSIGNMENT SHEET #2

D. Now, imagining that you are ten years older and established in a different life-style, in the near left column rank the events again from most severe ("1") to least severe ("18").

E. What are some of the similarities and differences in the rankings of the two columns?

F. Explain how and why you expect ten years to make a difference in your attitudes toward a crisis?

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# FAMILY CRISIS MANAGEMENT
## UNIT II

## ASSIGNMENT SHEET #3 — RATE PERSONAL ABILITY TO COPE WITH CHANGE

NAME ______________________________ SCORE ____________

Change is inevitable. Families continually contract and expand, friends come and go, neighborhoods never remain the same, and job fields are constantly shifting.

People learn to successfully manage change in order to prevent it from becoming a crisis situation. These people probably pay fewer economic, emotional, or social costs because of their ability to cope with change.

Complete the following exercise to rate your ability to cope with change.

A. Write a 1, 2, 3, 4, or 5 in each of the following boxes, based on the scale below.

5 = strongly disagree
4 = disagree
3 = neutral
2 = agree
1 = strongly agree

1. Whenever a major change is first suggested, I feel threatened. ☐

   EXAMPLE: Moving to another city

2. In general, I prefer that things continue the same. ☐

3. I get annoyed when someone asks me to do something different from my usual routine. ☐

   EXAMPLE: Having to ride the bus to school instead of driving my car

4. Our family vacations have followed a predictable course, with possibly a single exception, over the past five years. ☐

   EXAMPLE: Going to grandmother's house every July for one week

5. I would be happiest if my family could stay exactly as it is now. ☐

6. I would rather continue with the "tried and proven" than to experiment with new ways of doing things. ☐

7. My way of dressing has not changed very much in the past three years. ☐

   EXAMPLE: You may have started dressing in a more businesslike manner because you have a new job.

## ASSIGNMENT SHEET #3

8. I become anxious whenever other people make suggestions about a project in which I am working. ☐

   EXAMPLE: Another student suggests how the class float should be put together

9. Even when I have ideas for improvements, I am reluctant to voice them. ☐

10. My biggest concern is whether I can continue in school as I am until graduation, and then be free to do what I want. ☐

B. Score the exercise by adding the points in the boxes. Total points are ______. A total score of 44 to 50 may mean that your ability to cope with change in your life is commendable. A score of 37 to 43 may mean that there is room for some improvement. A score of less than 36 may indicate that there is a definite need for improvement.

C. Read the following analysis of each test question.

Question #1 — Even though the known may not be what a person wants to hear, it is preferred to the unknown. At the first hint of a major change, a person may feel a sense of great anxiety. People should condition themselves not to react impulsively, and should counter negative responses by considering positive alternatives. This will help reduce anxiety.

Question #2 — A person should direct change whenever possible so that there will be positive results. People should put themselves in a position to control change rather than letting it control them.

Question #3 — There are many occasions when others may have better ideas than the person making the decision. Listening to these ideas provides an opportunity to learn something new.

Question #4 — Most people are creatures of habit; if something works once, it is tried again. But with times such as vacations, people should provide themselves with a break from the normal routine.

Question #5 — No family stays the same for long, but family members can look forward to each pending stage expectantly and hopefully. Every stage can be better than the last if the family is determined to look for improvements.

Question #6 — Living cautiously is one way to lessen the chance of errors. It is also true that a person is less likely to fail if he or she takes no risks. However, it is equally true that a person is less likely to succeed if the person does not reach out and extend himself or herself. Winners lose more often than do losers, because winners are willing to take reasonable risks.

## ASSIGNMENT SHEET #3

Question #7 — First impressions do count. A person should always try to look his or her best.

Question #8 — People can constantly learn from others. Two heads really are better than one, especially when each person feels free to share his or her insights regarding a project.

Question #9 — Nearly everyone has a basic fear that their suggestions may be rejected. Whenever making suggestions, make them diplomatically and to the proper people.

Question #10 — Living for the future is perhaps the greatest error committed by people who find that they are unhappy with their present lives. Anticipating the future is important, but no more so than enjoying the present, even with its often-trying changes. A good thing to remember is that yesterday is a cancelled check, tomorrow is a promissory note, and today is the only legal tender.

D. After reading the analysis of the exercise questions, what could you do differently to improve your ability to cope with change?

Explain your answer.

E. List at least three costs that you have incurred from going through a crisis.

(NOTE: Remember, the costs of a crisis are not always monetary.)

EXAMPLE: Crisis — Losing my job
Cost — Temporary loss of self-confidence and self-esteem

| Crisis | Cost |
|---|---|
| | |
| | |
| | |

F. Were these costs economic, emotional, social, time-related?

| Cost | Type |
|---|---|
| | |
| | |
| | |

# FAMILY CRISIS MANAGEMENT
# UNIT II

## ASSIGNMENT SHEET #4 — ASSESS CRISIS MANAGEMENT METHODS

NAME ______________________________ SCORE ______________

At one time or another all people are faced with distressing events, often without warning. For example, a boy may find that his girlfriend is dating someone else, or parents may be told that their child has a broken leg.

Weathering a traumatic happening usually calls for a solution that is new in relation to previous experiences. It may be that the person facing the crisis needs to concentrate on a hobby or on doing whatever he or she likes doing best. In some cases, professional help may be required. The need for professional help should not be taken as a sign of weakness. There are many agencies, such as regional guidance centers, that can provide this help.

### PART I

Offer suggestions for managing crisis situations in the following case studies.

(NOTE: Remember, some situations may only seem like a crisis to the person involved, but no matter how minor, it is still a crisis if the person involved views it as such.)

### Case Study #1

Bill is a happy-go-lucky sort of a guy. He is considered a well-rounded person with lots of friends. He is a good athlete and plays both basketball and football.

Bill has been dating Janet for about six months. He has told Janet many times how much she means to him. Bill has even tried to give Janet a ring. Janet likes Bill, but she has never made any promises, and she did not accept the ring when Bill offered it.

When Janet told Bill that she no longer wanted to date him, Bill was very upset. He starting feeling sorry for himself. All he does now is sit at home and watch television.

What suggestions can you make to help Bill cope with this crisis in his life?

______________________________________________

______________________________________________

______________________________________________

______________________________________________

## ASSIGNMENT SHEET #4

### Case Study #2

Carmen is a very responsible person. She works during the summer months and keeps a part-time job during the school year. The restaurant where she works is the nicest one in town, and she has made a lot of money in tips.

Carmen has convinced her parents that she can save some of her earnings for college and still be able to make payments on a car. Her parents have agreed, but they have told her that she is on her own because they are not able to pay any money on the car.

Yesterday when Carmen was leaving work for home, her boss told her that the restaurant was closing. A developer had purchased it and the land was going to be used for a shopping center.

Carmen is very depressed because she has no job. She needs suggestions on how to get through this crisis without losing her car.

What suggestions do you have for Carmen?

____________________________________________________________

____________________________________________________________

____________________________________________________________

____________________________________________________________

## PART II

Compare the crisis management methods used in the following case studies.

### Case Study #1

It came as a complete surprise to Sean Anderson, a 38-year-old engineer, when his boss announced, "I'll have to let you go because there is just not enough work for six engineers." Because Sean was the last engineer to be hired, he did not have hard feelings toward his boss, but that did not help the situation.

Sean saw himself as a loser. He did not know what he was going to do. His wife and three children depend on his income. They have just moved into a new house with a much larger payment.

Half-heartedly, Sean made a few random phone calls and wrote a few letters. He applied for jobs for which he was not qualified. Eventually he gave up after being turned down, and moped around the house. He felt that he was too qualified to settle for just any "get-by job."

## ASSIGNMENT SHEET #4

### Case Study #2

Emmett Covington was an engineer in his early forties. He was given a two-week notice because the department in which he worked was being phased out. Emmett was stunned. It was only normal for him to feel uncertain and anxious about his future. But, after a few days he sized up his plight and realized that he had to get ahold of himself. He knew that he had a responsibility to his family.

Emmett concentrated on what to do next. After inquiring among colleagues and friends and reading professional journals, he systematically lined up leads, then prepared a résumé. Keeping up his appearance to regain his self-confidence, he went after possible prospects. And while he was looking, he took a part-time job as a salesperson.

Which person do you feel handled their crisis with the most success?

Explain your answer.

## PART III

Describe a crisis in which you were involved during the past year.

EXAMPLE: You wrecked your car and the insurance had expired.

How did you manage the crisis?

## ASSIGNMENT SHEET #4

Looking back at the situation, would you have done things differently?________________

Explain your answer.

__________________________________________________

__________________________________________________

__________________________________________________

__________________________________________________

# FAMILY CRISIS MANAGEMENT
# UNIT II

## ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #1 — Completed to the satisfaction of the instructor

Assignment Sheet #2 — Completed to the satisfaction of the instructor

Assignment Sheet #3 — Completed to the satisfaction of the instructor

Assignment Sheet #4 — Completed to the satisfaction of the instructor

# FAMILY CRISIS MANAGEMENT
## UNIT II

## TEST

NAME ______________________________ SCORE ______________

1. Define *family crisis*.

______________________________________________________________

2. Match to their correct definitions terms associated with family crisis management. Write the correct numbers in the blanks.

______a. Strong feeling

______b. Mental or physical tension or strain that results in fatigue or distress

______c. Specialist trained in methods of psychological analysis, therapy, and research

______d. Doctor of medicine who specializes in the treatment and prevention of disorders of the mind

______e. State of being uneasy or worried about what may happen; concern about a possible future event

______f. Specialist trained to provide treatment of mental disorders by various means such as communication between therapist and patient, counseling, and psychoanalysis

1. Psychotherapist
2. Psychiatrist
3. Anxiety
4. Emotion
5. Psychologist
6. Stress

3. List eight examples of crises faced by families.

a. ______________________________________________________

b. ______________________________________________________

c. ______________________________________________________

d. ______________________________________________________

e. ______________________________________________________

f. ______________________________________________________

g. ______________________________________________________

h. ______________________________________________________

# TEST

4. List factors that determine whether or not a particular event becomes a crisis.

a. ______________________________

b. ______________________________

c. ______________________________

5. Arrange in order the phases of crisis management. Write a "1" before the first phase, a "2" before the second phase, and a "3" before the third phase.

_____a. Actual event

_____b. Period of disorganization

_____c. Period of reorganization

6. Match to their correct descriptions types of resources that help families withstand crises. Write the correct numbers in the blanks.

_____a. Allows people to cope with the complexities and unpredictable elements of crises

_____b. Provides strength and energy

_____c. Provide basic feelings of love and security

_____d. Provide money for keeping the household running smoothly

_____e. Provide emotional support

_____f. Provides sources of professional help, often without cost

1. Community
2. Friends
3. Mental strength
4. Financial reserves
5. Physical stamina
6. Family relationships

7. List types of costs associated with a crisis.

a. ______________________________

b. ______________________________

c. ______________________________

d. ______________________________

## TEST

8. State five guidelines for surviving a crisis.
    a. ________________________________________
    b. ________________________________________
    c. ________________________________________
    d. ________________________________________
    e. ________________________________________

9. State one guideline for assisting children through each of the following common crises.
    a. Family must move to a new town or school —
    ________________________________________
    b. Child witnesses a violent event —
    ________________________________________
    c. A death in family —
    ________________________________________
    d. Hospitalization —
    ________________________________________
    ________________________________________
    e. Experimentation with drugs —
    ________________________________________

(NOTE: Test questions 10-13 list the assignment sheets. They are an important part of this test. If they have not been completed, check with your instructor.)

10. Explore how a family managed a crisis.
11. Assess personal ability to manage a crisis.
12. Rate personal ability to cope with change.
13. Assess crisis management methods.

# FAMILY CRISIS MANAGEMENT
## UNIT II

## ANSWERS TO TEST

(NOTE: It may be helpful to use your blank test to make a key. The points designated in parentheses are intended to be guidelines and should be adapted to meet the needs of each teaching/learning situation. The point total is 150.)

1. (3 points)

   Definition should include — Any event that disrupts normal family functioning

2. (12 points)

   a. 4
   b. 6
   c. 5
   d. 2
   e. 3
   f. 1

3. (8 points)

   Answer should include any eight of the following

   a. Unemployment
   b. Frequent moves
   c. Divorce
   d. Remarriage
   e. Alcohol or drug abuse
   f. Mental breakdown
   g. Child abuse or neglect
   h. Spouse abuse
   i. Handicapped family member
   j. Criminal attack
   k. Birth of a child
   l. Death
   m. Financial loss
   n. Serious illness or accident
   o. Natural disaster
   p. Stepparenting
   q. Retirement
   r. Children
   s. Institutionalizing of a family member
   t. House or business destroyed by fire

## ANSWERS TO TEST

4. (9 points)
   - a. Level of hardship caused by the situation or event
   - b. Availability and use of coping resources
   - c. Attitude of the family toward the event

5. (6 points)
   - a. 1
   - b. 2
   - c. 3

6. (12 points)
   - a. 3
   - b. 5
   - c. 6
   - d. 4
   - e. 2
   - f. 1

7. (4 points)
   - a. Economic
   - b. Emotional
   - c. Social
   - d. Time-related

8. (15 points)

   Answer should include any five of the following
   - a. Face the crisis
   - b. Organize your thoughts to determine exactly what can be done about the problem
   - c. Think for yourself

## ANSWERS TO TEST

d. Focus your energies on taking appropriate action for a solution

e. Seek professional help if needed

f. Keep active

9. (15 points)

Discussion should include one from each of the following groups

a. Family must move to a new town or school

  1) Explain why the move is necessary

  2) Try to give the child more of your time

  3) Make the child as familiar with the new location as possible

b. Child witnesses a violent event

  1) Encourage the child to tell what he or she saw

  2) Assure the child that he or she could not have prevented the incident

c. A death in the family

  1) Allow the child to mourn or reminisce about the departed person

  2) Explain what has happened

d. Hospitalization

  1) Be sure that the child's doctor explains in the simplest of terms what is going to happen

  2) Encourage the child to express anxiety and fear, in play and talk

e. Experimentation with drugs

  1) Maintain self-control

  2) Talk with the child, not at the child

  3) Increase family involvement

  4) Convey the risks and self-destruction involved in the misuse of chemical substances

## ANSWERS TO TEST

10. Completed to the satisfaction of the instructor (10 points)

11. Completed to the satisfaction of the instructor (15 points)

12. Completed to the satisfaction of the instructor (18 points)

13. Completed to the satisfaction of the instructor (23 points)

# DIVORCE
## UNIT III

## UNIT OBJECTIVE

After completing this unit, the student should be able to identify factors that contribute to divorce, and obtain information about the legal aspects of divorce, the stages of divorce, and the resources available to persons considering a divorce. The student will show this knowledge by completing the assignment sheets and unit test with a minimum score of 85 percent.

## SPECIFIC OBJECTIVES

After completing this unit, the student should be able to

1. Match terms associated with divorce to their correct definitions.
2. List methods of legally ending a marriage.
3. Select from a list factors that contribute to divorce.
4. State times in a marriage when divorce is most likely.
5. Match stages of divorce to their correct descriptions.
6. List grounds commonly used for divorce.
7. Select from a list financial aspects of divorce.
8. List items addressed in a divorce decree.
9. Match child custody arrangements to their correct descriptions.
10. State typical ways in which divorce affects adults.
11. Select from a list typical ways in which divorce affects children.
12. State guidelines for helping children cope with divorce.
13. Assess personal attitudes toward divorce.
14. Assess positive and negative effects of statements concerning divorce.
15. Obtain information about the stages of divorce.
16. Obtain information about the legal aspects of divorce.
17. Explore options concerning divorce.
18. Obtain information about resources available to persons considering a divorce.

# DIVORCE
# UNIT III

## SUGGESTED ACTIVITIES

I. Unit contents

- A. Objective sheet
- B. Suggested activities
- C. Transparency masters
    1. TM #1 — Marriage Versus Divorce
    2. TM #2 — Family Crises: Separation and Divorce
    3. TM #3 — Reestablishing Self As a Single Person
- D. Information sheet
- E. Assignment sheets
    1. Assignment Sheet #1 — Assess Personal Attitudes Toward Divorce
    2. Assignment Sheet #2 — Assess Positive and Negative Effects of Statements Concerning Divorce
    3. Assignment Sheet #3 — Obtain Information About the Stages of Divorce
    4. Assignment Sheet #4 — Obtain Information About the Legal Aspects of Divorce
    5. Assignment Sheet #5 — Explore Options Concerning Divorce
    6. Assignment Sheet #6 — Obtain Information About Resources Available to Persons Considering a Divorce
- F. Answers to assignment sheets
- G. Test
- H. Answers to test

## SUGGESTED ACTIVITIES

II. Instructor's guide

A. Order materials to supplement the unit.

1. Filmstrips — *Surviving Your Parents' Divorce: A Teenager's Guide*. Two 35 mm color filmstrips and audio cassettes, 13 minutes each, Sunburst Communications, 1980. Available from Sunburst Communications, Room KP 7474, 39 Washington Avenue, Pleasantville, New York 10570.

   (NOTE: This filmstrip series provides hope and solid advice for children who will experience the traumatic break-up of their parents' marriage. There is discussion about the emotional adjustments and problems that may follow divorce.)

2. Films

   (NOTE: The following films are available from the Oklahoma State University Audio Visual Center, Stillwater, Oklahoma 74078.)

   a. *Children of Divorce: Transitional Issues for Elementary Ages*. Color, 14 minutes, American Association for Counseling and Development, n.d.

      (NOTE: This film discusses the effects of divorce on elementary school children.)

   b. *Separation and Divorce — It Has Nothing to Do with You*. Color, 14 minutes, CRM/McGraw-Hill Films, 1974.

      (NOTE: This film dicsusses the events that happen during the day a boy finds out that his parents are getting a divorce.)

3. Gardner, Richard. *The Boys and Girls Book About Divorce*, New York: Jason Aronson, Inc., 1970.

4. *Teaching Kit for Supplementing Current Movies and Television Programs*. Available from Lifetime Learning Systems, Inc., 36 Sanford Street, Fairfield, Connecticut 06430.

   (NOTE: This teaching kit includes worksheets and discussion topics that will assist the instructor in using current movies and television programs as teaching/learning tools.)

B. Make transparencies.

## SUGGESTED ACTIVITIES

C. Introduce unit.

SUGGESTIONS:

- Show and discuss Transparency #1. Include in the discussion the following questions: When divorce occurs, do you think that the people involved gave up too soon? Should the people involved in a divorce consider themselves as failures? Do you agree or disagree with the statement, "It takes two to make a marriage work and it takes two to make a marriage fail"?
- Allow students to draw their own impressions of divorce after viewing Transparency #1.
- Share divorce statistics for your county. These can be obtained from the county courthouse. Compare with state and national data.
- Use a bulletin board to emphasize to the students that divorce causes change. Title the bulletin board "Can These Items Be Equally Divided During a Divorce?" Have students collect pictures of items that may be divided in a divorce such as a home, car, furniture, and children. Mount on construction paper and display on the bulletin board. Ask students to list items other than material things that are lost in a divorce.
- Point out to students that divorce not only affects the couple getting the divorce, but many others such as the children, the grandparents, and other relatives. Show films *Children of Divorce: Transitional Issues for Elementary Ages* and *Separation and Divorce—It Has Nothing to Do with You*.
- In order to get the students to think about their feelings about divorce, have them draw a circle on a piece of paper. Ask them to draw at least six rays from the circle. Instruct them to write the word *divorce* in the center of the circle and to place the first words that come into their minds about divorce on the lines radiating from the circle. Allow the students to add more lines if needed. Then, have the students circle the words they consider the most meaningful or significant. Allow the students to discuss their words with other class members.

D. Provide students with objective sheet.

E. Discuss unit and specific objectives.

F. Provide students with information and assignment sheets.

G. Discuss information and assignment sheets.

1. Use Information Sheet, Section I to discuss terms and definitions with students.

   SUGGESTION:

   - Play Concentration or Password.

## SUGGESTED ACTIVITIES

2. Use Information Sheet, Section II to discuss methods of legally ending a marriage.

   SUGGESTIONS:

   - Relate to the students that in states where divorces are difficult to obtain, there is a much higher annulment rate.
   - Point out that annulment laws were based on Catholic church doctrine.
   - Make sure that students understand that grounds for divorce develop after the marriage, and that grounds for annulment are present at the time of the marriage.

3. Discuss factors that contribute to divorce. Combine Information Sheet, Section III and Assignment Sheet #1.

   SUGGESTIONS:

   - Review the filmstrip, *Violence in the Family* referenced in Unit II, "Family Crisis Management".
   - Invite a resource person such as a marriage counselor to speak to the students about the factors that contribute to divorce. Ask the resource person to discuss how to prevent these factors from causing a divorce.
   - Use Assignment Sheet #1 to get the students to assess their attitudes toward divorce. Point out that there are no right or wrong answers in Assignment Sheet #1.
   - Put a long piece of masking tape on the chalkboard or wall (about 10 yards of tape). At one end of the tape write "I Would Never Get a Divorce" and on the other end "I Would Get Divorced As Often As Needed." Ask the students to write their names on cards and place them on the masking tape nearest the end that expresses their attitude. Point out to students that they may think that their present opinions may last for life, but that later on any of the factors listed in Section III may cause them to change their minds.

4. Before explaining Assignment Sheet #2, use Information Sheet, Section IV to discuss times that couples are most likely to divorce.

   SUGGESTIONS:

   - When discussing Information Sheet, Section IV, ask students to keep a log to record all of the times they are exposed to divorce. Ask the students to describe the situation and the time in the marriage that the divorce occurred. The exposure may come from a newspaper or magazine article, a television or radio show, experience, or conversation.
   - Point out to the students that they should always look for positive aspects, and that there are no right or wrong answers in Assignment Sheet #2.

## SUGGESTED ACTIVITIES

5. Discuss the stages of divorce; combine Information Sheet, Section V and Assignment Sheet #3.

   SUGGESTIONS:

   - Invite a panel of divorced people to discuss the stages of divorce with the students. Invite male and female panel members of different ages (teens, twenties, thirties, forties, fifties, and so on).
   - Assist students in developing interviewing strategies. Remind them that many people may find it difficult to answer the interview questions.

6. Discuss legal and financial aspects of divorce; combine Information Sheet, Sections VI through IX and Assignment Sheets #4 and #5. Help students relate to the critical child custody decisions that must be made during a divorce process.

   SUGGESTIONS:

   - Invite an attorney, judge, legal assistant, or a legal secretary to share information about the legal aspects of divorce and the divorce laws for your state.
   - Allow students to volunteer to share with other class members the experiences that they have had with child custody decisions.

7. Discuss effects of divorce; use Transparencies #2 and #3 to introduce Sections X and XI of the Information Sheet. Have students complete Assignment Sheet #6.

   SUGGESTIONS:

   - Allow students to add to the lists on Transparencies #2 and #3.
   - Emphasize to the students that it is not a sign of weakness if someone seeks help in order to cope with a divorce.
   - If possible, invite a resource person such as a marriage counselor, group session leader, or social worker to speak to the students on the help that his or her agency can provide.
   - Provide the students with books, pamphlets, or fact sheets so that they may complete Part II of Assignment Sheet #6.

## SUGGESTED ACTIVITIES

8. Discuss guidelines for assisting children through a divorce; use Information Sheet, Section XII.

   SUGGESTION:

   - Invite a child psychologist, school counselor, or others who know of the effects of divorce on children to share information with the students on how children can be aided in coping with divorce.

H. Develop appropriate learning activities for special needs students.

I. Give test.

J. Reteach and retest if necessary.

III. Unit references

A. Biggs, Bobbie T., and Reba J. Davis. *Living in Families Effectively*. Fayetteville, Arkansas: University of Arkansas, 1982.

B. Glosson, Linda. *Family Living and Parenthood*. Lubbock, Texas: Texas Tech University, Home Economics Instructional Materials Center, 1981.

C. *Instant Lessons: New Values and Lifestyles*. New York: Consumer Education Services, J. C. Penney Company, Inc., 1983.

D. Lamanna, Mary Ann, and Agnes Riedmann. *Marriages and Families*. Belmont, California: Wadsworth Publishing Company, 1981.

E. Landis, Judson T., and Mary G. Landis. *Personal Adjustment, Marriage, and Family Living*. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1975.

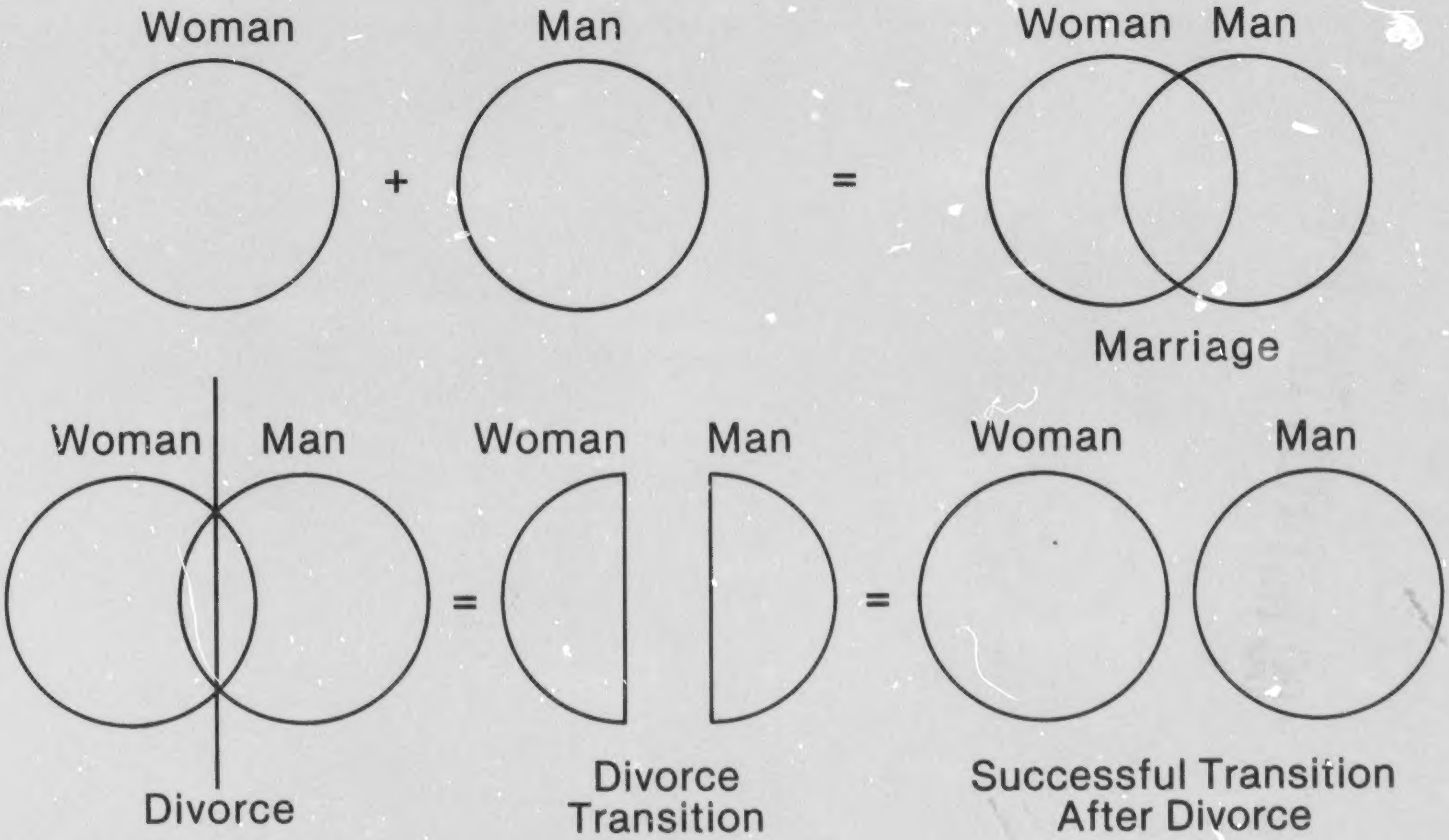
F. Ogg, Elizabeth. *Divorce*. New York: Public Affairs Pamphlets, 1983.

G. Sasse, Connie R. *Person to Person*. Peoria, Illinois: Chas. A. Bennett Co., Inc., 1978.

H. Sasse, Connie R. *Person to Person Student Guide*. Peoria, Illinois: Chas. A. Bennett Co., Inc., 1978.

I. Sasse, Connie R. *Person To Person Teacher's Guide*, Peoria, Illinois: Chas A. Bennett Co., Inc., 1978

# Marriage Versus Divorce


Woman
Man
+
=
Woman
Man
Marriage
Woman
Man
Divorce
=
Woman
Man
Divorce Transition
=
Woman
Man
Successful Transition After Divorce

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TM #1

MF - 105-D

# Family Crises: Separation and Divorce

- Loneliness
- Feelings of Loss
- Feelings of Guilt and Failure
- Need for Self-Acceptance
- Fear—Can I Make It on My Own?
- Need for Companionship
- Change in Life-Style
- Developing Identity
- Problems with Children
- Financial Problems
- Problems of Single Parenting
- Problem of Being a "Weekend" Parent
- Finding New Friends
- Career Change/Development
- Relocation

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TM #2

# Reestablishing Self as a Single Person

Come to Terms with Past Marriage

Mourn the Loss of the Relationship

Take on New Roles and Responsibilities

Find New Abilities and Interests

Deal with Positive and Negative Feelings

Work Towards Personal Growth

Establish New Relationships

Have Realistic Expectations

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# DIVORCE
## UNIT III

## INFORMATION SHEET

I. Terms and definitions

A. Alimony — Money paid by primary wage earner to former spouse during and after the divorce

(NOTE: Payments for alimony are not as common as they were in the past. Alimony sometimes is called *spousal support*.)

B. Legal separation — Legal arrangement in which marriage partners establish separate residences

(NOTE: Partners divide their property and provide for their children, but they do not end the marriage.)

C. Coping resources — Individuals, groups of people, techniques, or materials used to help a person deal with problems

EXAMPLES: Marriage counselor, minister, friend, support group, book, family therapist

D. Divorce — Legal ending of the marriage contract

E. Child support — Money that one parent pays to the other parent for the support for his or her child

F. Physical abuse — Infliction of bodily injury upon another person

G. Emotional abuse — Infliction of psychological injury upon another person

(NOTE: This type of abuse occurs when one person constantly inflicts emotional pain through ridicule, sarcasm, disapproval, or bitterness.)

H. Annulment — Act of ending a marriage by legally stating that the marriage never existed

II. Methods of legally ending a marriage

(NOTE: Legal separation is a means for ending the relationship of two people living together, but the couple are still legally married.)

A. Annulment

(NOTE: Annulment is often used to end the marriages of underaged couples who have eloped, or to end marriages in which one of the marriage partners has misrepresented himself or herself.)

## INFORMATION SHEET

B. Divorce

III. Factors that contribute to divorce

(NOTE: There are exceptions to all situations that are generally considered to contribute to divorces. For instance, couples who are well-educated, have middle or upper incomes, similar backgrounds and the same religious beliefs are not immune to divorce.)

A. Age of marriage partners

(NOTE: Teenage marriages are much more likely to end in divorce than are adult marriages.)

B. Mixed or no religious beliefs

C. Different races, cultures, or social backgrounds

D. Lack of education

E. Family violence

EXAMPLES: Emotional or physical violence, child abuse

(NOTE: The wife appears to be the most commonly abused spouse; however, it is suspected that there are many more cases of husband abuse than are ever reported.)

F. Low income

G. Financial problems

(NOTE: A couple may have a high income, yet still have financial problems.)

H. Role changes of the male or female

EXAMPLE: Homemaker decides to get a college degree

(NOTE: The problem occurs when one of the marriage partners is unwilling to accept a change in the other partner.)

I. Increased mobility

J. Neglect of the children and the home

## INFORMATION SHEET

IV. Times in a marriage when divorce is most likely

(NOTE: Divorce can happen at any time during a marriage.)

A. During the first six years of marriage

(NOTE: Approximately half of these divorces are granted in the first two years of marriage. These couples find that their love and attraction for each other is not enough to overcome their differences in values, interests, and personality.)

B. When children begin to leave home

(NOTE: At this time in their lives, couples suddenly find that they no longer share interests. The couples did not realize that the only thing holding them together was their parental roles.)

V. Stages of divorce

A. Emotional stage — First stage in divorce process; period during which one or both marriage partners decide that the marriage is hopeless

B. Legal stage — Period during which the divorce decree is obtained and the marriage contract is legally dissolved

(NOTE: Many states have laws that allow for legal separation. The couple remains legally married, but establish separate residences and separate duties of child support and rights of visitation. Legal separation allows couples who do not wish to end their marriage legally to establish separate living arrangements.)

C. Economic stage — Period during which the couple divides their assets

EXAMPLE: Lester and Emma divided their assets. Emma got the furniture and household goods and Lester got the car. They split the money in their savings account.

D. Parental rights stage — Period during which the couple sets up visitation and custody rights

E. Community/friends separation stage — Period during which the divorced partners start making new friends and building new relationships

(NOTE: Friends may "choose sides" during the divorce conflict.)

F. Psychological stage — Period during which the divorced partners struggle to think of themselves as single individuals

## INFORMATION SHEET

VI. Grounds commonly used for divorce

(NOTE: Legal grounds for divorce may vary from state to state. In most states, one of the most common grounds for divorce is incompatibility. In some states, no-fault divorces are granted.)

A. Incompatibility

(NOTE: Incompatibility is a broad term used to cover many reasons people use to seek divorce. Reasons may include failure to support, habitual drunkenness, or being convicted of a felony.)

B. Mental anguish

(NOTE: Mental anguish is worry, stress, tension, or grief caused by a spouse.)

C. Adultery

D. Physical abuse

E. Abandonment

VII. Financial aspects of divorce

A. Property division

(NOTE: The property the couple owned jointly during their marriage may seem like a sizable sum. In most cases, the property is divided so that each person owns half.)

B. Alimony

(NOTE: Alimony is not always awarded in divorce cases.)

C. Child support

D. Separate living arrangements

(NOTE: Shared expenses become individual expenses.)

E. Attorneys' fees

F. Lowered standard of living

(NOTE: The decline in the standard of living may be more severe for women than for men. Even though more married women than ever before have careers and jobs today, more women than men may need to seek additional training in order to maintain their previous standard of living.)

## INFORMATION SHEET

VIII. Items addressed in a divorce decree

- A. Property settlement
- B. Child custody
- C. Child support
- D. Alimony

  (NOTE: Traditionally, few women paid alimony. However, with more women in the workforce today, cases of women paying alimony have increased. Conversely, situations in which no alimony is paid have decreased.)

- E. Name changes

  (NOTE: The wife may request that her married name be changed to her maiden name.)

- F. Grounds for divorce

  EXAMPLE: Incompatibility, adultery

- G. Names of parties obtaining divorce
- H. Attorneys' fees

IX. Types of child custody arrangements

(NOTE: Even though a parent may not have custody of his or her child, the parenting responsibilities should not stop. The noncustodial parent should be willing to provide such things as financial and emotional support.)

- A. Divided or shared custody — Times and responsibilities associated with child custody are shared between parents; child lives with one parent
- B. Split custody — Children in the family are divided between the parents

  EXAMPLE: The seven-year-old may live with the mother, and the fourteen-year-old may live with the father.

- C. Sole custody — Child lives with one parent; other parent has visitation rights and support responsibilties
- D. Joint custody — Child lives part time with each parent

  EXAMPLE: Child lives six months with the father and six months with the mother.

## INFORMATION SHEET

X. Typical ways in which divorce affects adults

(NOTE: Coping resources should be used to assist with the stresses associated with divorce.)

A. Changes relationships with children

EXAMPLES: Children may live with the other spouse; emotional stress may cause conflict over minor things.

B. Creates new personal identity or new roles

EXAMPLES: Spouse is no longer "someone's wife," "someone's husband," or a part of a couple

C. Changes relationships with friends

(NOTE: The wife may find that the husband's friends are no longer friendly, and the husband may find the same thing with the wife's friends.)

D. Causes physical and mental exhaustion

E. Increases emotional states

(NOTE: Emotions such as guilt, rejection, grief, and depression are common.)

F. Causes financial change

XI. Typical ways in which divorce affects children

(NOTE: To lessen the effect of divorce on children, the parents should constantly reassure the children that they are loved by both parents and that they will not be abandoned. The parents should also reassure the children that the divorce is not their fault.)

A. Creates guilt feelings

(NOTE: Young children may feel that they are the cause of the divorce.)

B. Causes denial or refusal to accept divorce

EXAMPLES: The child may continue to ask when the absent parent is coming home.

## INFORMATION SHEET

C. Causes grief

(NOTE: It is important for the child to express grief. It is also important that the child see the parents expressing their grief.)

D. Causes fear of abandonment

E. Creates insecurity

(NOTE: Divorce separates the child from one of the parents. Even in a joint custody arrangement, the child is separated from a parent for a determined period of time. The child may also have to move away from friends and playmates.)

F. Causes preoccupation with the idea that the parents will get back together

(NOTE: The child may plead with parents not to separate. The child may choose to live with the pain of conflict in the household rather than lose a parent.)

XII. Guidelines for helping children cope with divorce

A. Do not try to isolate the child from the difficulties prior to the breakup

(NOTE: For the child, not knowing what the trouble is can be far more threatening than the bad news plainly stated.)

B. Give simple, honest explanations for the problem on a level that the child can understand

(NOTE: The parents should not burden the child with their problems.)

C. Try to avoid putting blame on any one person

(NOTE: Parents should be careful not to speak disrespectfully of the partner they have divorced. Placing blame on a spouse can cause the child to feel bad because he or she probably still loves the separated parent.)

D. Do not ask the child to take sides

(NOTE: No young child is equipped to take sides during the divorce process. However, in many cases, older children are given a choice in deciding with which parent they want to live.)

## INFORMATION SHEET

E. Reassure the child that both parents will continue to love and care for him or her

(NOTE: Much of the child's distress is caused by the fear that he or she will be "divorced" too, and be left uncared for. Unfortunately, no such reassurances can be given on behalf of a parent who deserts, but it is up to the one who remains to bolster the child's security.)

F. Allow the child to ask as many questions as he or she wants

(NOTE: Be prepared to give the same simple explanations and reassurances time and time again.)

G. Allow the child to vent angry and hurt feelings

H. Try to avoid making too many changes at once

EXAMPLE: If the mother must go to work, it would be helpful if she could get a job and establish her new routine some weeks before the father leaves the home.

I. Keep the child's welfare steadily in sight

(NOTE: If the parents keep the child's welfare in sight, questions about money, custody, education, and visits can be settled promptly. The child can be spared the devastating experience of becoming a bone of contention between the parents.)

# DIVORCE
## UNIT III

## ASSIGNMENT SHEET #1 — ASSESS PERSONAL ATTITUDES TOWARD DIVORCE

NAME ______________________________ SCORE ____________

The attitudes and values people hold toward divorce influence whether they look at divorce as a positive or a negative experience. Divorce can be a positive experience if one or both of the marriage partners is unhappy in the marriage. Once the divorce is final, the couple can begin taking actions for making a better, happier life for all involved.

Assess your attitudes and values toward divorce by answering the following questions.

A. Write "yes," "no," or "maybe" in the blank following each question.

**Are you someone who . . .**

1. Believes children should always live with their mother after a divorce? ________
2. Can imagine getting a divorce some day? ________
3. Holds religious beliefs against divorce? ________
4. Thinks that divorce can be an opportunity for growth? ________
5. Believes that divorce is usually the fault of one partner? ________
6. Would have marriage counseling before getting a divorce? ________
7. Thinks that divorce is always bad for children? ________
8. Thinks that you should love your spouse forever? ________
9. Would feel bad if your parents divorced, or have felt bad when your parents divorced? ________
10. Believes good communication skills between partners can prevent divorce? ________
11. Could cope if your spouse wanted a divorce and you did not? ________
12. Believes that couples who divorce have not tried very hard? ________
13. Would want to have custody of your children? ________

## ASSIGNMENT SHEET #1

14. Could live an unhappy home life to avoid divorce? ____________
15. Would be a difficult person to be married to? ____________
16. Will probably make a bad first marriage? ____________
17. Believes that second marriages are happier? ____________
18. Could easily share and divide possessions if you and your partner divorced? ____________
19. Thinks children can benefit from divorce if it is handled correctly? ____________
20. Would look forward to building new relationships after a divorce? ____________

B. By looking at your answers, do you think that you have a positive or a negative attitude toward divorce? Explain your answer.

C. How would your attitude help or hinder you in building a strong marriage?

## DIVORCE
## UNIT III

## ASSIGNMENT SHEET #2 — ASSESS POSITIVE AND NEGATIVE EFFECTS OF STATEMENTS CONCERNING DIVORCE

NAME ______________________________ SCORE ______________

Divorce does not always have to be a negative experience. The ways in which situations are discussed can make a big difference in the way people respond. When speaking of divorce, make positive statements that help shape and reinforce personal and social values and attitudes.

Assess positive and negative effects of statements by completing the following exercise.

A. Read each of the following sentence pairs. Write plus (+) before positive statements that indicate any of the following beliefs.

- The family is meeting the needs of all of its members
- People are proud of their families, whatever kind of family they have
- Sharing, respect, and cooperation are the family goals
- Neither the mother nor the father is being judged

Write minus (–) before negative statements that indicate any of the following beliefs.

- The family has somehow been hurt
- Guilt or shame surrounds the family
- The situation is embarassing
- People are taking sides
- One parent is good and the other bad

☐ Sarah comes from a broken home.
☐ Sarah's parents ended their marriage.

☐ My ex-husband lives in Detroit.
☐ The children's father lives in Detroit.

☐ The children are living with their mother this month.
☐ The children are visiting my ex-wife this month.

☐ I used to have a family, before the marriage failed.
☐ I have a family, a daughter and two sons.

## ASSIGNMENT SHEET #2

☐ David lives with his brother and mother.
☐ David lives in a fatherless home.

☐ The custody battle went on for weeks.
☐ There was disagreement over the custody arrangements

☐ I live with my mother on weekdays and visit my dad on weekends.
☐ I have two homes.

☐ Diane is a single parent.
☐ Diane is raising her children alone.

☐ My sister and I live in a stepfamily.
☐ My sister and I live in a blended family.

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B. Read the statements again. Underline the words in the statements that evoke positive feelings, and circle words that cause negative feelings.

C. Compare your answers to Parts A and B with those of the other members of your class. How do your answers differ from the answers of your classmates?

________________________________________

________________________________________

________________________________________

________________________________________

D. How do words that we choose to use reflect our personal attitudes?

________________________________________

________________________________________

________________________________________

E. How can using positive statements to discuss divorce and other family problems help a person cope with the situation?

________________________________________

________________________________________

________________________________________

## ASSIGNMENT SHEET #2

E. How can using positive statements to discuss divorce and other family problems help a person cope with the situation?

# DIVORCE
# UNIT III

## ASSIGNMENT SHEET #3 — OBTAIN INFORMATION ABOUT THE STAGES OF DIVORCE

NAME ______________________________ SCORE ______________

Although divorce is defined as a legal process, divorce is also a complex emotional experience. People who divorce experience changes in many areas of their lives.

Answer questions about the stages of divorce by interviewing a divorced person. Use the following questions as guidelines.

A. How old were you when you got married? ______________________

B. How old was your spouse when you got married? ______________________

C. How long were you married? ______________________

D. What were your emotions just before your divorce?

EXAMPLES: Guilt, depression, frustration

______________________________________________

______________________________________________

E. Did you talk to your spouse about these feelings, or did you seek counseling? Explain how you resolved these feelings.

______________________________________________

______________________________________________

F. How long did these feelings last?

______________________________________________

G. What prompted you to consider divorce?

______________________________________________

______________________________________________

H. During the legal stage of the divorce, did you seek the help of an attorney?

______________________________________________

## ASSIGNMENT SHEET #3

I. During the economic stage of the divorce, how were decisions made concerning the property settlement?

________________________________________________

________________________________________________

J. Did you or your spouse move out?______________________________

K. How were the children prepared?

________________________________________________

________________________________________________

L. Did you discuss the custody of the children with the children?

________________________________________________

________________________________________________

M. What problems did you encounter in your community or with friends during and after the divorce?

________________________________________________

________________________________________________

________________________________________________

________________________________________________

N. Did you have any problems related to thinking of yourself as a single person? If so, what were they?

________________________________________________

________________________________________________

________________________________________________

________________________________________________

# DIVORCE
## UNIT III

## ASSIGNMENT SHEET #4 — OBTAIN INFORMATION ABOUT THE LEGAL ASPECTS OF DIVORCE

NAME ______________________________ SCORE ______________

The laws governing divorce differ among states. Obtain information about the legal aspects of divorce in your state by interviewing someone who is knowledgable about divorce laws (judge, lawyer, legal assistant, legal secretary) or by using reference material.

A. How long does a couple have to live in your state before they can file for divorce?

______________________________________________________________

B. If there is a waiting period, what is its purpose?

______________________________________________________________

C. What is the waiting period before one may remarry?

______________________________________________________________

D. What is the purpose of this waiting period?

______________________________________________________________

E. What are the most common grounds used for obtaining a divorce?

______________________________________________________________

______________________________________________________________

F. What are the laws regarding property settlement?

______________________________________________________________

______________________________________________________________

______________________________________________________________

G. What are the laws regarding child custody?

______________________________________________________________

______________________________________________________________

## ASSIGNMENT SHEET #4

H. How is the decision made about the amount of child support to be paid?

______________________________________________

______________________________________________

I. Has there been an increase in situations of fathers getting custody of the children?

______________________________________________

J. How is the amount of child support to be paid determined?

______________________________________________

K. How much does a divorce cost?______________________

L. Is there any way to get a divorce without having a lawyer involved?

______________________________________________

______________________________________________

______________________________________________

M. If yes, what could be the problem of obtaining a divorce using this method?

______________________________________________

______________________________________________

N. How is the decision made concerning alimony?

______________________________________________

______________________________________________

O. What is a legal separation?

______________________________________________

______________________________________________

P. Do you think that the grounds for divorce are too strict or too lenient? Why or why not?

______________________________________________

______________________________________________

## ASSIGNMENT SHEET #4

Q. Do you think that any of the laws should be changed?____________________

R. If yes, what are some of the changes you would make?

S. If no, why do you think the laws should not be changed?

# DIVORCE
## UNIT III

## ASSIGNMENT SHEET #5 — EXPLORE OPTIONS CONCERNING DIVORCE

NAME ________________________________ SCORE ______________

Obtaining the legal decree is only one step in a process required to end a marriage relationship. Defining financial and parental roles is a very difficult part of the total divorce process. Decisions made about child custody, child support, and division of property usually cause stress for all parties involved.

Explore decisions concerning divorce by reading the following case studies and answering the questions.

### Case Study #1

Denyse and Seth Barten have been married for four and one-half years. They have two children: Ben, one year old; and Klancy, three years old. They live in a rented duplex one block east of Main Street.

Denyse worked for the first two and one-half years of their marriage. After Ben was born, she decided that it was cheaper to stay home because child care was expensive for two children.

Seth's job with a feed company is fairly secure. However, it seems that with one salary, there is never enough money for everything that the family wants to do.

The family owns good furniture and has only two payments remaining on family cars which are in good condition. Completing their payments would allow the Bartens to add more money to their small savings account, which already contains $1,500.

Friends and acquaintances of the Bartens thought them to be a very happy couple and were totally surprised when Denyse asked Seth for a divorce.

Now the Bartens are in court trying to divide property and make custody decisions. They cannot decide about the children, the furniture, the cars, or the money in the savings account.

A. What is a possible option for custody of the children? Give your reason.

________________________________________________________________

________________________________________________________________

________________________________________________________________

## ASSIGNMENT SHEET #5

B. What visitation rights and child support should the other parent provide?

C. How should the household furnishings be divided? Give your reason.

D. How should the savings account be divided? Why?

E. What should be done about the cars?

F. Choose a partner and compare your solutions. Describe how your partner's solutions differ from yours.

## ASSIGNMENT SHEET #5

G. You and your partner must come to an agreement on the settlement of the property, child custody, and support. Describe your agreement below.

### Case Study #2

Mr. Bennington, who earns about $21,000 as a teacher and coach, thinks that he should have custody of the children. He believes that he could support them better than Mrs. Bennington could. He also says that school holidays for him and the children will be the same, so he could care for the children. His claim for most of the family's posessions is based on the fact that his larger salary purchased most of them.

Mrs. Bennington is a hairdresser and makes about $12,000 a year. She claims that she should have custody because her husband spends so much time at school with coaching and other school activities. In addition, she claims that Mr. Bennington will neglect the children and does not know how to care for them properly because he has never helped around home. She thinks that she should have a larger share of their possessions for two reasons. First, she has cooked, cleaned, and cared for the family for seventeen years. In addition, she has worked all but two years of the marriage, a time that Mr. Bennington thought she should stay home with the children. She thinks that her household work plus her salary should be worth more than her husband's salary alone.

The Benningtons have the following property to divide.

- A three-bedroom house worth $57,000, which has a $30,000 mortgage.
- A $9,000 savings account.
- Furniture and appliances worth about $4,500.
- A one-year-old car worth $12,000 of which $7,500 is still owed.
- A paid-for four-year-old car worth about $2,500.
- $900 worth of bonds.

## ASSIGNMENT SHEET #5

The Benningtons are in conflict over who should get custody of their children ages nine, eleven, and fourteen. They cannot agree over the division of the property.

A. Pretend that you are the judge in this divorce case. You are required to make a decision on the Bennington case. To whom will you grant custody of the children? Why?

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________

B. How much, if any, child support per month will the other parent pay?

________________________________________

C. Describe how you would divide the Bennington's home, possessions, and savings. Give the reason for your decision.

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________

## DIVORCE
## UNIT III

### ASSIGNMENT SHEET #6 — OBTAIN INFORMATION ABOUT RESOURCES AVAILABLE TO PERSONS CONSIDERING A DIVORCE

NAME ________________________________________ SCORE ________________

Many couples endure unhappy situations because of fear of society's disapproval and the effects of divorce upon the children. Divorce is a more acceptable means of ending an unhappy relationship.

Family and friends may help to ease tensions, but they are usually too close to the situation to look objectively at both sides of the partnership. Couples can benefit from seeking counseling, by reading printed materials, or by using audio or visual materials.

PART I

Gather information concerning coping resources that are available in your community. Use the following questions as a guide.

(NOTE: Resources available may be a marriage counselor, minister, group sessions, or guidance centers. Professional marriage counselors charge for their services. They look at the situation objectively because they had no previous relationship with the couple. Persons seeking a professional should check carefully into a counselor's reputation and credentials. Some insurance policies will pay for marriage counseling.)

A. Name and address of resource agency ______________________________

______________________________________________________________

______________________________________________________________

B. Time services are available ______________________________________

______________________________________________________________

C. Fee (if charged) ______________________________________________

D. Name of person in charge ________________________________________

1. What training prepared this person for helping people to cope with divorce?

______________________________________________________________

______________________________________________________________

2. Where did this person get his or her training? ____________________

______________________________________________________________

## ASSIGNMENT SHEET #6

3. What are this person's specific responsibilities?____________________

E. What is the source of funding for the resource agency?

____________________

PART II

Books, pamphlets, cassette tapes and other resource materials are available to help a person cope with the crisis of divorce. The library or a guidance center might be a good place to look for these materials.

Choose a magazine article, book, pamphlet, or any other example of a coping resource and complete the following questions.

A. Name of resource____________________

B. Author____________________

C. Date of publication____________________

D. Briefly summarize the information contained in the resource.

## ASSIGNMENT SHEET #6

E. Would you recommend this information to a person considering divorce? Why?

F. What parts of this information do you think would be helpful?

# DIVORCE
# UNIT III

## ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #1 — Completed to the satisfaction of the instructor

Assignment Sheet #2 — Completed to the satisfaction of the instructor

Assignment Sheet #3 — Completed to the satisfaction of the instructor

Assignment Sheet #4 — Completed to the satisfaction of the instructor

Assignment Sheet #5 — Completed to the satisfaction of the instructor

Assignment Sheet #6 — Completed to the satisfaction of the instructor

## DIVORCE
## UNIT III

## TEST

NAME ______________________________ SCORE ______________

1. Match terms associated with divorce to their correct definitions. Write the correct numbers in the blanks.

_____a. Money paid by primary wage earner to former spouse during and after the divorce

_____b. Legal arrangement in which marriage partners establish separate residences

_____c. Individuals, groups of people, techniques, or materials used to help a person deal with problems

_____d. Legal ending of the marriage contract

_____e. Money that one parent pays to the other parent for the support for his or her child

_____f. Infliction of bodily injury upon another person

_____g. Act of ending a marriage by legally stating that the marriage never existed

_____h. Infliction of psychological injury upon another person

1. Physical abuse
2. Coping resources
3. Divorce
4. Alimony
5. Emotional abuse
6. Annulment
7. Child support
8. Legal separation

2. List methods of legally ending a marriage.

a. ______________________________________________

b. ______________________________________________

3. Select from the following list factors that contribute to divorce. Write an "X" in the blank before each correct answer.

_____a. Age of marriage partners

_____b. Well-rounded childhood

_____c. Mixed or no religious beliefs

_____d. Different races, cultures, or social backgrounds

_____e. Lack of education

_____f. Family violence

_____g. Better than average grades in high school

## TEST

_____h. Low income

_____i. Financial problems

_____j. Security of good friends

_____k. Role changes of the male or female

_____l. Increased mobility

_____m. Neglect of the children and the home

_____n. Good relationship with spouse's relatives

4. State times in a marriage when divorce is most likely.

a. ____________________________________________

b. ____________________________________________

5. Match stages of divorce to their correct descriptions. Write the correct numbers in the blanks.

_____a. First stage in divorce process; period during which one or both partners decide that the marriage is hopeless

_____b. Period during which the divorce decree is obtained and the marriage contract is legally dissolved

_____c. Period during which the couple divides their assets

_____d. Period during which the couple sets up visitation and custody rights

_____e. Period during which the divorced partners start making new friends and building new relationships

_____f. Period during which the divorced partners struggle to think of themselves as single individuals

1. Economic stage
2. Psychological stage
3. Emotional stage
4. Community/friends separation stage
5. Legal stage
6. Parental rights stage

# TEST

6. List grounds commonly used for divorce.

a. ______________________________

b. ______________________________

c. ______________________________

d. ______________________________

e. ______________________________

7. Select from the following list financial aspects of divorce. Write an "X" in the blank before each correct answer.

_____a. Grocery bills

_____b. Property division

_____c. Alimony

_____d. Holiday locations

_____e. Child support

_____f. Separate living arrangements

_____g. Attorneys' fees

_____h. Lowered standard of living

_____i. Name changes

8. List five items addressed in a divorce decree.

a. ______________________________

b. ______________________________

c. ______________________________

d. ______________________________

e. ______________________________

## TEST

9. Match child custody arrangements to their correct descriptions. Write the correct numbers in the blanks.

_____a. Time and responsibilities associated with child custody are shared between parents; child lives with one parent

_____b. Children in the family are divided between the parents

_____c. Child lives with one parent; other parent has visitation rights and support responsibilities

_____d. Child lives part time with each parent

1. Split custody
2. Joint custody
3. Divided or shared custody
4. Sole custody

10. State three typical ways in which divorce affects adults.

a. ____________________________________________

b. ____________________________________________

c. ____________________________________________

11. Select from the following list typical ways in which divorce affects children. Write an "X" in the blank before each correct answer.

_____a. Creates guilt feelings

_____b. Causes denial or refusal to accept divorce

_____c. Causes grief

_____d. Increases feelings of security

_____e. Causes fear of abandonment

_____f. Causes preoccupation with the idea that the parents will get back together

_____g. Causes improved performance in school

12. State five guidelines for helping children cope with divorce.

a. ____________________________________________

____________________________________________

## TEST

b. ________________________________________

________________________________________

c. ________________________________________

________________________________________

d. ________________________________________

________________________________________

e. ________________________________________

________________________________________

(NOTE: Test questions 13-18 list the assignment sheets. They are an important part of this test. If they have not been completed, check with your instructor.)

13. Assess personal attitudes toward divorce.

14. Assess positive and negative effects of statements concerning divorce.

15. Obtain information about the stages of divorce.

16. Obtain information about the legal aspects of divorce.

17. Explore options concerning divorce.

18. Obtain information about resources available to persons considering a divorce.

## DIVORCE
## UNIT III

## ANSWERS TO TEST

(NOTE: It may be helpful to use your blank test to make a test key. The points designated in parentheses are intended to be guidelines and should be adapted to meet the needs of each teaching/learning situation. The point total is 220.)

1. (16 points)

   a. 4
   b. 8
   c. 2
   d. 3
   e. 7
   f. 1
   g. 6
   h. 5

2. (2 points)

   a. Annulment
   b. Divorce

3. (30 points)

   a. a, c, d, e, f, h, i, k, l, m

4. (6 points)

   a. During the first six years of marriage
   b. When children begin to leave home

5. (12 points)

   a. 3
   b. 5
   c. 1
   d. 6
   e. 4
   f. 2

## ANSWERS TO TEST

6. (5 points)

   a. Incompatibility

   b. Mental anguish

   c. Adultery

   d. Physical abuse

   e. Abandonment

7. (12 points)

   b, c, e, f, g, h

8. (5 points)

   Answer should include any five of the following

   a. Property settlement

   b. Child custody

   c. Child support

   d. Alimony

   e. Name changes

   f. Grounds for divorce

   g. Names of parties obtaining divorce

   h. Attorneys' fees

9. (8 points)

   a. 3

   b. 1

   c. 4

   d. 2

10. (9 points)

    Answer should include any three of the following

    a. Changes relationships with children

    b. Creates new personal identity or new roles

    c. Changes relationships with friends

    d. Causes physical and mental exhaustion

## ANSWERS TO TEST

e. Increases emotional states

f. Causes financial change

11. (15 points)

a, b, c, e, f

12. (15 points)

Answer should include any five of the following

a. Do not try to isolate the child from the difficulties prior to the breakup

b. Give simple, honest explanations for the problem on a level that the child can understand

c. Try to avoid putting blame on any one person

d. Do not ask the child to take sides

e. Reassure the child that both parents will continue to love and care for him or her

f. Allow the child to ask as many questions as he or she wants

g. Allow the child to vent angry and hurt feelings

h. Try to avoid making too many changes all at once

i. Keep the child's welfare steadily in sight

13. Completed to the satisfaction of the instructor (15 points)

14. Completed to the satisfaction of the instructor (15 points)

15. Completed to the satisfaction of the instructor (10 points)

16. Completed to the satisfaction of the instructor (10 points)

17. Completed to the satisfaction of the instructor (20 points)

18. Completed to the satisfaction of the instructor (15 points)

# AGING
## UNIT IV

## UNIT OBJECTIVE

After completing this unit, the student should be able to select from a list myths about older adults and compare different life-styles of older adults. The student will show this knowledge by completing the assignment sheets and unit test with a minimum score of 85 percent.

## SPECIFIC OBJECTIVES

After completing this unit, the student should be able to

1. Match terms associated with aging to their correct definitions.
2. Match stages of aging to their correct age spans.
3. State reasons for an increase in the proportion of older adults in the United States population.
4. Select from a list myths about older adults.
5. Distinguish between physical and mental changes that occur during the aging process.
6. Discuss common fears of older adults.
7. List types of living facilities available to older adults.
8. Select from a list resources that help older adults maintain their independence.
9. Match to their correct descriptions personal qualities needed by persons who work with older adults.
10. Evaluate positive and negative portrayals of older adults.
11. Relate to different stages of aging.
12. Compare the different life-styles of older adults.
13. Gather information about working with older adults.

# AGING
# UNIT IV

## SUGGESTED ACTIVITIES

I. Unit contents

  A. Objective sheet

  B. Suggested activities

  C. Information sheet

  D. Assignment sheets

    1. Assignment Sheet #1 — Evaluate Positive and Negative Portrayals of Older Adults

    2. Assignment Sheet #2 — Relate to Different Stages of Aging

    3. Assignment Sheet #3 — Compare the Different Life-Styles of Older Adults

    4. Assignment Sheet #4 — Gather Information About Working with Older Adults

  E. Answers to assignment sheets

  F. Test

  G. Answers to test

II. Instructor's guide

  A. Order materials to supplement unit.

    1. Booklets

      (NOTE: The following booklets are available from Public Affairs Pamphlets, 381 Park Avenue South, New York, New York 10016.)

      a. #347A — "A Full Life After 65"

      b. #575 — "Ageism—Discrimination Against Older People"

      c. #555 — "Compulsory Retirement: Pros and Cons"

      d. #182A — "Getting Ready to Retire"

      e. #556 — "Where Older People Live: Living Arrangements for the Elderly"

## SUGGESTED ACTIVITIES

2. Extension fact sheets

   (NOTE: The following fact sheets may be obtained from county Cooperative Extension Home Economists.)

   a. T-2215 "Nursing Home Care for Elderly Parents: Understanding the Nursing Home Environment"

   b. T-2214 "Interdependence in Later Years"

   c. T-2112 "Retire to Life"

   d. T-2111 "Myths and Realities of Aging"

   e. T-2114 "Adjusting to Being Alone in the Later Years"

3. *Wild Goose.* 19 minutes, black and white, Films, Inc., 1975. Available from Films, Inc., 733 Green Bay Road, Wilmette, Illinois 60091.

   (NOTE: This humorous film depicts a misanthropic old man confined in a straightlaced nursing home. He spends most of his time trying to circumvent the home's rules and regulations. His rebellion is complete when he contrives a wheelchair powered by a lawnmower.)

4. Peckham, Charles W., and Arline B. Peckham. *Thank You for Shaking My Hand.* Lebanon, Ohio: Otterbein Home, 1977.

   (NOTE: This book is a guide for people who work in long-term care facilities, for families, and for others who care for the older adult.)

5. *OK to Be Old: Approaches to Aging.* Three 35 mm color filmstrips and audio cassettes, approximately 13 minutes each; Sunburst Communications, 1982. Available from Sunburst Communications, 39 Washington Ave., P.O. Box 40, Pleasantville, New York 10570.

6. *The Aging Quest.* Columbus, Ohio. Educators and Consultants, Inc., 1983. Available from Educators and Consultants, Inc., P.O. Box 16268, Columbus, Ohio 43206.

   (NOTE: This teaching kit contains learning activities, games, and other teacher aids.)

## SUGGESTED ACTIVITIES

7. Information about support groups for older adults. Write to the following addresses.

Charlotte Heard, Executive Director
Areawide Aging Agency
Box 1474
Oklahoma City, Oklahoma 73101

Lisa Owens, Director
Daily Living Center
3000 Pershing Boulevard
Oklahoma City, Oklahoma 73100

Elderhostel Program
Suite 200
100 Boylston Street
Boston, Massachusetts 02116

American Health Care Association
1200 15th Street, N.W.
Washington, D.C. 20005
(202) 833-2050

Gray Panthers
Long-Term Care Action Project
3700 Chestnut Street
Philadelphia, Pennsylvania 19104
(215) 382-3546

Citizens for Better Care
960 Jefferson Avenue, East
Detroit, Michigan 48207
(313) 963-0513

Citizens for Improvement of Nursing Homes
9103 32nd Avenue, N.E.
Seattle, Washington 98115
(206) 523-1211

Citizens for Better Nursing Home Care, Inc.
P.O. Box 90920
Milwaukee, Wisconsin 53202
(414) 224-0460

Northwest Interfaith Movement
Greene St. at Westview
Philadelphia, Pennsylvania 19119
(215) 843-5600

Vivian Smith, Chairman
Oklahoma Alliance on Aging
P.O. Box 1418
Oklahoma City, Oklahoma 73101

Nina Willingham, Executive Director
Salvation Army Senior Citizens Program
P.O. Box 25516
Oklahoma City, Oklahoma 73125

Denver Gray Panthers
1400 Lafayette
Denver, Colorado 80218
(303) 832-5618

Friends and Relatives of Nursing Home Patients
1765 East 26th
Eugene, Oregon 97403
(503) 343-7888

Minneapolis Age & Opportunity Center, Inc.
1801 Nicollet Avenue, South
Minneapolis, Minnesota 55403
(612) 874-5525

National Consumers League
1785 Massachusetts Avenue, N.W.
Washington, D.C. 20036
(202) 797-7600

New York Gray Panther Nursing Home Action Group
424 East 62nd Street
New York, New York 10021
(212) 755-0876

## SUGGESTED ACTIVITIES

B. Make a tape recording of the script in Assignment Sheet #2 so that you do not have to read it each time the assignment sheet is completed.

C. Introduce unit.

SUGGESTIONS:

- Point out that ours is a youth-oriented culture, but that some cultures hold older adults in very high esteem.
- Point out that students will someday become older adults themselves, and will need special assistance and understanding.
- Emphasize that older adults can be productive. Have students identify and write a report about an older adult who is a successful, productive citizen. Encourage students to select an older adult in the community, a popular television personality, or an individual in politics.
- Show *OK to Be Old: Approaches to Aging.* Ask students to list three points made by the filmstrip and to share information during class discussion.
- Incorporate FHA/HERO activities into this unit.

  EXAMPLES: Adopt a Grandparent project, birthday party for nursing home residents, visit to senior citizens center

- Divide students into groups, and have each group summarize information from the public affairs pamphlets and extension fact sheets. Share information during class discussion.

D. Provide students with objective sheet.

E. Discuss unit and specific objectives.

F. Provide students with information and assignment sheets.

G. Discuss information and assignment sheets.

1. Introduce terms and definitions associated with aging. Use Information Sheet, Section I.

## SUGGESTED ACTIVITIES

2. Use Information Sheet, Section II to discuss the stages of aging.

   SUGGESTIONS:

   - Point out that the aging process begins at the moment of birth.
   - Have students bring baby pictures and recent pictures of themselves. Discuss the aging process.
   - Emphasize that growing old is a normal process. As the health of Americans has improved, so has the likelihood of reaching old age increased. In this period of life there are adjustments to be made and problems to be faced. These include negative stereotypes of the elderly, physical health problems, psychological adjustments, and retirement.

3. Discuss reasons for an increase in the proportion of older adults in the United States population. Use Information Sheet, Section III.

   SUGGESTIONS:

   - Share information from the latest census survey.
   - Have students locate and share information from newspaper and magazine articles on the reasons for the increased proportion of older adults in the U.S. population.

4. Help students distinguish between myths and facts about older adults. Use Information Sheet, Section IV and Assignment Sheet #1.

   SUGGESTIONS:

   - Have students identify positive and negative ways that older adults are depicted in novels, movies, and advertisements. Ask students whether these depictions are myths or facts.
   - Invite a panel of older adults to share information about their productivity. Ask them to explain their various activities.

## SUGGESTED ACTIVITIES

5. Discuss the mental and physical changes that occur during the aging process. Use Information Sheet, Section V and Assignment Sheet #2.

SUGGESTION:

- Use work stations to help students relate to and understand some of the problems many older adults face.

EXAMPLES:

*Work Station I*

Materials - Work gloves, needles, thread
Assignment - Thread needles with work gloves on
Assimilation - Arthritis in hands

*Work Station II*

Materials - Plastic wrap and newspapers
Assignment - Put plastic wrap over eyes and read newspaper
Assimilation - Cataracts

*Work Station III*

Materials - Marshmallows and tape recorder
Assignment - Put two marshmallows in mouth and talk into tape recorder
Assimilation - False teeth

*Work Station IV*

Materials - Gingersnaps
Assignment - Hold nose while eating a gingersnap
Assimilation - Faulty sense of smell

*Work Station V*

Materials - Cotton
Assignment - Plug ears with cotton and carry on conversation with someone
Assimilation - Loss of hearing

## SUGGESTED ACTIVITIES

6. Use Information Sheet, Section VI to discuss common fears of the older adult.

   SUGGESTION:

   - Invite a gerontologist or a nursing home administrator to speak to the students about common fears of older adults.

7. Help students become familiar with the types of living facilities available to older adults. Use Information Sheet, Section VII and Assignment Sheet #3.

   SUGGESTIONS:

   - Have students list types of living facilities available in their communities for older adults.
   - Arrange for students to take a study tour of a living facility for older adults.
   - When students do Assignment Sheet #3, suggest places where they may go for an interview.

     (NOTE: Remind students to exercise care in selecting older adults to interview.)

8. Discuss support agencies and the personal qualities needed by persons who work with older adults. Use Information Sheet, Sections VIII and IX and Assignment Sheet #4.

   SUGGESTION:

   - Invite the director of a support agency to speak to the students about what the agency does for the older adult and about the qualities needed by a person working with older adults. Allow the students to complete Assignment Sheet #4.

9. Allow students to use the teaching kit, *The Aging Quest*, when reviewing unit.

H. Develop appropriate learning activities for special needs students.

I. Give test.

J. Reteach and retest if necessary.

## SUGGESTED ACTIVITIES

III. Unit references

A. Glosson, Linda. *Family Living and Parenthood.* Lubbock, Texas: Texas Tech University, 1981.

B. *Instant Lessons,* "Aging: Interdependent Generations." New York: J.C. Penney Co., Inc., Consumer Education Services, 1983.

C. Jefferson, Pearl, and Carol Mertensmeyer. *Family Relationships and Parenting Education.* Columbia, Missouri: University of Missouri, 1980.

D. Peckham, Charles, and Arline Peckham. *Thank You for Shaking My Hand.* Nashville, Tennessee: Parthenon Press, 1977.

E. Pinder, Jean, and Michael Mooney. *The Aging Quest.* Columbus, Ohio: Educators and Consultants, Inc., 1982.

F. Rogers, Helen V. *Practical Nursing,* rev. by Jamee Reid. Stillwater, Oklahoma: State Department of Vocational and Technical Education/Curriculum and Instructional Materials Center, 1983.

G. Ryder, Verdene. *Contemporary Living.* South Holland, Illinois: Goodheart-Wilcox Company, Inc., 1979.

# AGING
## UNIT IV

## INFORMATION SHEET

I. Terms and definitions

   A. Aging — Process of growing old

      (NOTE: There is no universally accepted definition for *older adult*. In this unit, older adult refers to those persons fifty-five years old and above.)

   B. Medicaid — Plan that uses state and federal funds to pay medical expenses for needy people of all ages

      (NOTE: Medicaid plans are drawn up by the state and are financed with state funds matched by federal funds. As a result, state plans differ as to who is covered and what each person receives.)

   C. Medicare — Plan that uses Social Security system to provide medical benefits to older adults

      (NOTE: Medicare covers most people sixty-five years old or older who have received Social Security disability benefits for two or more consecutive years.)

   D. Senility — Mental impairment characterized by confusion and loss of memory

   E. Myth — Fictitious story or unscientific account

II. Age spans in the stages of aging

   A. Infancy — Birth to one year

   B. Toddler — One to three years

   C. Preschool-age — Three to six years

   D. School-age — Six to twelve years

   E. Adolescence — Twelve to seventeen years

   F. Early maturity — Seventeen to twenty-five years

   G. Maturity — Twenty-five to fifty-five years

   H. Late maturity — Fifty-five to seventy-five years

   I. Old age — Seventy-five years and over

## INFORMATION SHEET

III. Reasons for an increase in the proportion of older adults in the United States population

   A. Decrease in immigration

      (NOTE: The United States lost an important source of new citizens when large-scale European immigration ended about 1940.)

   B. Increased life expectancy

      (NOTE: Improvements in sanitation and medicine increase life expectancy.)

   C. Decline in birth rate

      (NOTE: A decrease in births increases the proportion of older adults in the population.)

IV. Myths about older adults

   A. People over sixty-five years old are not productive

   B. Sexual interest disappears with age

   C. All older adults become senile

   D. Aging and illness go hand in hand

      (NOTE: Illness should not be confused with the physical deterioration that occurs with age.)

   E. Older adults become stubborn and dependent

V. Physical and mental changes that occur during the aging process

   A. Physical changes

      (NOTE: There is a gradual loss of body strength and slow deterioration of the body's framework after the age of twenty-five.)

      1. Sensory perception becomes less accurate

         (NOTE: Vision becomes worse because focusing becomes less accurate. Hearing becomes less acute, and older adults often compensate for this loss by wearing hearing aids. The senses of smell and taste become less intense by about age fifty, and more changes occur by age seventy. The sense of touch also becomes less sensitive.)

## INFORMATION SHEET

2. Reaction time increases

   (NOTE: The time needed for making and acting on decisions increases because of physical changes in the brain and central nervous system.)

3. Respiratory system slows

4. Digestive system becomes more sensitive

5. Bones become more brittle

6. Reproductive ability ceases or declines

   EXAMPLE: Menopause

   (NOTE: Do not confuse reproductive ability with sexual ability or interest.)

B. Mental changes

1. Short-term memory declines, while long-term memory remains unharmed

   (NOTE: There may be difficulty remembering what happened yesterday, but what happened fifty years ago is very clearly recalled.)

2. Response time increases

   (NOTE: When asked to respond to a question, older adults may take longer to answer.)

3. Senility may occur

   (NOTE: Senility may be influenced by the environment and by earlier life experiences. Feelings of rejection and isolation, as well as insecurity and declining self-esteem, also contribute to senility.)

4. Learning process slows

VI. Common fears of older adults

A. Being poor and a burden

(NOTE: Social Security benefits alone will not meet costs of living. Medicaid and Medicare help pay medical expenses, but may not be adequate. Even though many companies offer discounts to help older adults with their financial problems, financial problems remain and affect adjustment in all areas of aging.)

INFORMATION SHEET

1. Being unable to pay for the cost of care in later years

   EXAMPLE: Many older adults have to sell their homes or belongings, use their savings, or borrow to pay for the care they need.

2. Having to move in with a family member

B. Experiencing change and uncertainty

(NOTE: The older adult frequently resists change.)

1. Moving into new environments; leaving loved ones

2. Redefining roles and life-styles

   EXAMPLE: Empty-nest syndrome felt by parents who have raised their children and who feel useless and depressed after their children leave home

3. Losing control of their lives

C. Being old and ill

1. Experiencing changes that bring on chronic, debilitating conditions

2. Experiencing illnesses or injuries that cause helplessness and inability to care for themselves

D. Losing identity and human dignity

1. Becoming just one of the mass, a number instead of a name

2. Losing privacy by being grouped in homes with semiprivate living quarters

E. Receiving poor care and abuse

(NOTE: It has been found through research that fear of death is not a primary fear for the older adult. However, the manner of dying is a great fear, and some older adults have been known to commit suicide rather than enter a home or hospital.)

1. Being sent to a nursing home in which residents are neglected or abused

2. Being sent to a nursing home or extended care facility to die

## INFORMATION SHEET

F. Losing mate and friends

1. Being alone after mate or friends begin to die

2. Losing the will to live after loss of mate or friends

G. Being a crime victim

(NOTE: Crimes against older adults have increased.)

1. Being involved in money swindling schemes designed by con men and women

2. Having to withdraw from society because of vulnerability to and fear of violent crimes such as rape, robbery, and murder

VII. Types of living facilities available to older adults

A. Own home

(NOTE: Most older adults choose to remain in their own homes as long as their health permits.)

B. Relative's home

C. Retirement home, village, or center

(NOTE: Many retirement facilities provide services that older adults may no longer be able to provide for themselves.)

D. Nursing home

(NOTE: Nursing homes provide physical care for older adults with health problems.)

E. Extended care facility

(NOTE: Extended care facilities provide a variety of special care options and equipment.)

VIII. Resources that help older adults maintain their independence

A. Meals-on-Wheels

B. Home health care aides

C. County health department visiting nurses

D. Senior citizens groups

## INFORMATION SHEET

IX. Descriptions of personal qualities needed by persons who work with older adults

(NOTE: Remember, most older adults find it difficult not to be able to provide their own care.)

A. Patience — Ability to work slowly with a person who takes a little longer in performing routine tasks

B. Tolerance — Ability to understand that each person has the right to be different and to avoid being judgmental of a person who has a different lifestyle

C. Responsibility — Ability to be there when needed

(NOTE: Older adults often rely on one person and are dependent upon that one person.)

D. Warmth and love — Ability to be able to hug and touch when it is needed; ability to sit down and listen when a person needs to talk

E. Resourcefulness — Ability to assess a person's needs and to initiate methods for providing for these needs

# AGING
## UNIT IV

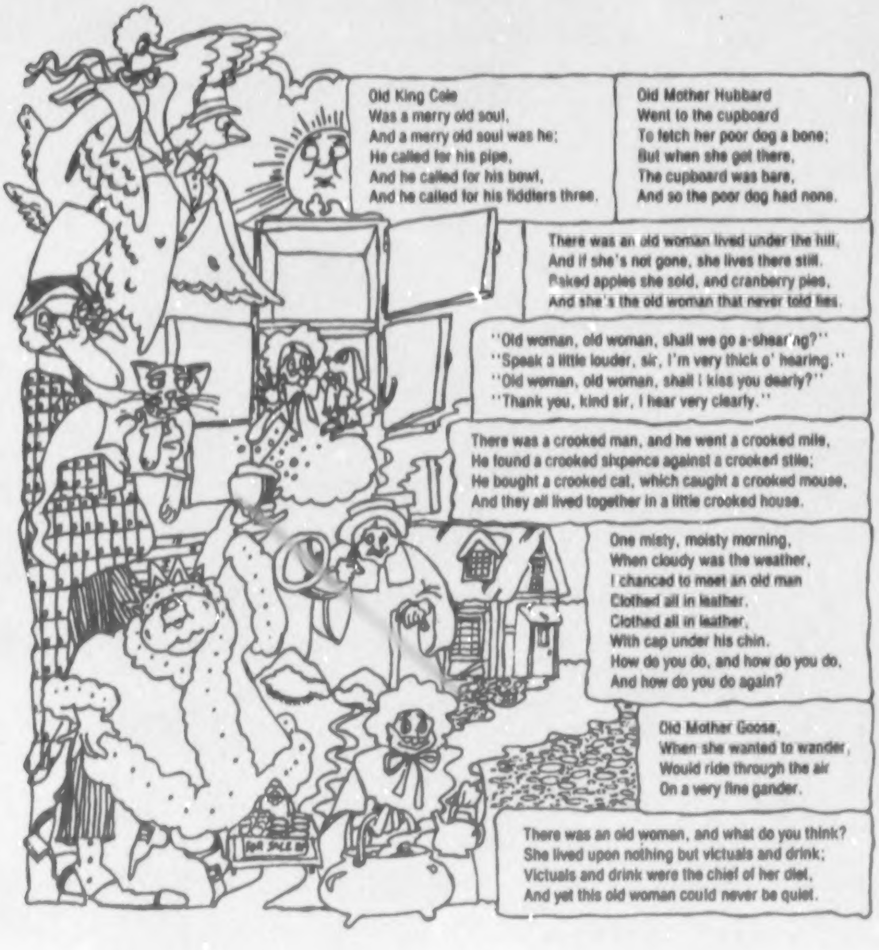
## ASSIGNMENT SHEET #1 — EVALUATE POSITIVE AND NEGATIVE PORTRAYALS OF OLDER ADULTS

NAME ________________________________________ SCORE ________________

Attitudes that people have toward older adults are established early in life. Almost everything that society values is youth oriented. Even the nursery rhymes in children's books contribute to the stereotyping of the older adult.

Evaluate positive and negative portrayals of older adults by completing the following exercise.

A. Read the nursery rhymes below, and then answer the questions that follow.



Old King Cole
Was a merry old soul,
And a merry old soul was he;
He called for his pipe,
And he called for his bowl,
And he called for his fiddlers three.

Old Mother Hubbard
Went to the cupboard
To fetch her poor dog a bone;
But when she got there,
The cupboard was bare,
And so the poor dog had none.

There was an old woman lived under the hill,
And if she's not gone, she lives there still.
Baked apples she sold, and cranberry pies,
And she's the old woman that never told lies.

''Old woman, old woman, shall we go a-shearing?''
''Speak a little louder, sir, I'm very thick o' hearing.''
''Old woman, old woman, shall I kiss you dearly?''
''Thank you, kind sir, I hear very clearly.''

There was a crooked man, and he went a crooked mile,
He found a crooked sixpence against a crooked stile;
He bought a crooked cat, which caught a crooked mouse,
And they all lived together in a little crooked house.

One misty, moisty morning,
When cloudy was the weather,
I chanced to meet an old man
Clothed all in leather,
Clothed all in leather,
With cap under his chin.
How do you do, and how do you do,
And how do you do again?

Old Mother Goose,
When she wanted to wander,
Would ride through the air
On a very fine gander.

There was an old woman, and what do you think?
She lived upon nothing but victuals and drink;
Victuals and drink were the chief of her diet,
And yet this old woman could never be quiet.

## ASSIGNMENT SHEET #1

A. *Old King Cole*

1. Why do you think an older adult was chosen as the main character in this rhyme?

   ____________________________________________

   ____________________________________________

2. Is the rhyme happy? Sad? Funny?______________________

3. If you were the person in the rhyme, would you be happy? Sad? Amused?

   ____________________________________________

4. What message do you get about older adults and being old from reading this rhyme?

   ____________________________________________

   ____________________________________________

   ____________________________________________

B. *Old Mother Hubbard*

1. Why do you think an older adult was chosen as the main character in this rhyme?

   ____________________________________________

   ____________________________________________

2. Is the rhyme happy? Sad? Funny?______________________

3. If you were the person in the rhyme, would you be happy? Sad? Amused?

   ____________________________________________

4. What message do you get about older adults and being old from reading this rhyme?

   ____________________________________________

   ____________________________________________

   ____________________________________________

## ASSIGNMENT SHEET #1

C. *Old Woman Lived Under the Hill*

1. Why do you think an older adult was chosen as the main character in this rhyme?

   __________________________________________________________________________

   __________________________________________________________________________

2. Is the rhyme happy? Sad? Funny?___________________________________________

3. If you were the person in the rhyme, would you be happy? Sad? Amused?

   __________________________________________________________________________

4. What message do you get about older adults and being old from reading this rhyme?

   __________________________________________________________________________

   __________________________________________________________________________

   __________________________________________________________________________

D. *Old Woman, Old Woman*

1. Why do you think an older adult was chosen as the main character in this rhyme?

   __________________________________________________________________________

   __________________________________________________________________________

2. Is the rhyme happy? Sad? Funny?___________________________________________

3. If you were the person in the rhyme, would you be happy? Sad? Amused?

   __________________________________________________________________________

4. What message do you get about older adults and being old from reading this rhyme?

   __________________________________________________________________________

   __________________________________________________________________________

   __________________________________________________________________________

# ASSIGNMENT SHEET #1

## E. *There Was a Crooked Man*

1. Why do you think an older adult was chosen as the main character in this rhyme?

_______________________________________________

_______________________________________________

2. Is the rhyme happy? Sad? Funny?_______________________

3. If you were the person in the rhyme, would you be happy? Sad? Amused?

_______________________________________________

4. What message do you get about older adults and being old from reading this rhyme?

_______________________________________________

_______________________________________________

_______________________________________________

## F. *One Misty, Moisty Morning*

1. Why do you think an older adult was chosen as the main character in this rhyme?

_______________________________________________

_______________________________________________

2. Is the rhyme happy? Sad? Funny?_______________________

3. If you were the person in the rhyme, would you be happy? Sad? Amused?

_______________________________________________

4. What message do you get about older adults and being old from reading this rhyme?

_______________________________________________

_______________________________________________

_______________________________________________

## ASSIGNMENT SHEET #1

G. *Old Mother Goose*

1. Why do you think an older adult was chosen as the main character in this rhyme?

2. Is the rhyme happy? Sad? Funny?

3. If you were the person in the rhyme, would you be happy? Sad? Amused?

4. What message do you get about older adults and being old from reading this rhyme?

H. *There Was an Old Woman, and What Do You Think?*

1. Why do you think an older adult was chosen as the main character in this rhyme?

2. Is the rhyme happy? Sad? Funny?

3. If you were the person in the rhyme, would you be happy? Sad? Amused?

4. What message do you get about older adults and being old from reading this rhyme?

## ASSIGNMENT SHEET #1

I. How do you think the portrayal of older adults in rhymes has affected your attitudes about older adults and being old?

J. What other nursery rhymes do you know that tell about older adults?

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# AGING
## UNIT IV

## ASSIGNMENT SHEET #2 — RELATE TO DIFFERENT STAGES OF AGING

NAME ______________________________ SCORE ______________

Even though the aging process begins the day of birth, it is very difficult to imagine what it is like to be sixty, sixty-five, or seventy. If you could imagine what it is like to be older, it would help you relate to the problems of the elderly.

Listen to the following script as it is being read by your teacher, and then answer the questions that follow.

### SCRIPT

To begin, get into a comfortable position. Take a deep breath and let it go. When you are ready, close your eyes. If at any time during this activity you feel uncomfortable, just open your eyes and do the activity with your eyes open, or just wait for us.

Now take a moment to pay attention to your breathing. Notice how the air comes into your body, where it goes, how it feels. Notice as you breathe out, how the air leaves your body and how that feels. As you're noticing this, let your body relax and let your mind feel calm and alert.

Now imagine a mirror. Let it be a full-length mirror. Notice whether it's on a stand or on a wall. Let it have a frame. Notice what kind of frame it is; what color it is. Touch the mirror and get a sense of how it feels. You might even see the fingerprint you left on it.

Now imagine yourself standing in front of that mirror and looking into it and seeing your own image. As you see your reflection in the mirror, notice yourself, notice what you're wearing, how you're standing, how your face looks.

Now let this become a very special mirror, one that can show your own image, not just in the present time, but in many different times. As you allow this mirror to do that, let the image that you're looking at fade away and let it be replaced by an image of you about ten years old. Notice that image. What is that ten-year-old you wearing? How does your hair look? How does your face look? Let that image greet you. Imagine that image telling you something he or she likes to do — a favorite activity.

## ASSIGNMENT SHEET #2

### SCRIPT

Now let an older person be with you in that image. It might be a grandparent or a friend of the family. Watch those two figures together. They might be talking or playing a game or taking a walk. Just watch them doing whatever they do. Now let yourself remember that you're watching them in a magic mirror and be aware of the mirror again and let that image go.

Now let the mirror show you another image of yourself. Let this one be about forty years old. Begin by just letting the image appear. As you look at this you, notice your clothes, your posture, your hairstyle, your face, your eyes. Get a sense of this you. Get a sense of what this you likes to do and what is important to this you.

Now watch this person, this you, doing something with someone who is about ten years old. What is it that they do together? How does this forty-year-old you feel about what they are doing? Take a moment to watch that. Now let the ten-year-old go.

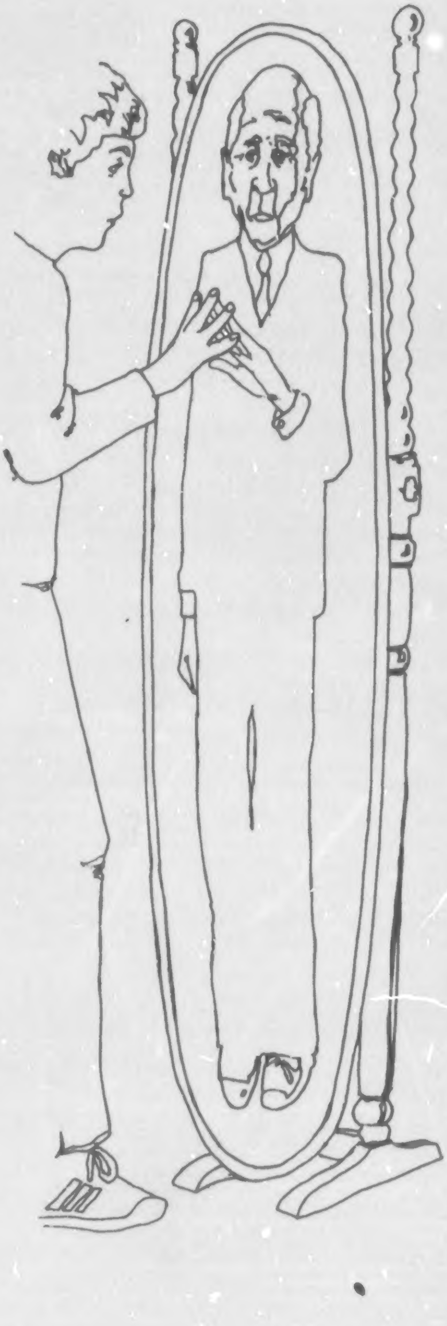
Imagine the forty-year-old being joined by someone who is about seventy years old. Notice how they greet each other. Get a sense of their relationship. Watch them doing something together that they enjoy. Get a sense of this forty-year-old person's attitude toward the seventy-year-old. What is going on there? Now, again remember that they're in the mirror. As you watch them in the mirror, let both images fade.

Now let an image of you appear again. This time let yourself be about seventy years old. Take a moment to get a sense of this you. Notice what you're doing in the image, what you're wearing, your face, eyes, hairstyle. Let yourself get a sense of what this you is saying just by the way you're standing, sitting, looking.

## ASSIGNMENT SHEET #2

### SCRIPT

Now imagine this seventy-year-old you in the place where you live. Let yourself become that person for a few moments. Look around that place where you live. Is it a house? An apartment? A retirement community? Let it be wherever it is. Get a sense of the colors of your rooms. Listen to the sounds there. Smell the smells. Does anyone else live there with you?



Now imagine a young person coming to visit you. Let it be someone about ten years old. Notice how you feel about being with that person. Do you enjoy it? Is it just something to do? What do you like to do together? How do you get along with this person? What is the biggest problem in your relationship with this person?

Now imagine spending some time together, doing whatever you want to do. What is it that you do together? Now say goodbye to that ten-year-old.

Imagine someone else visiting you, someone about forty years old. Get an image of that person. Again, notice how you feel about being with him or her. What do you like to do together? What is your biggest problem with this person? Imagine yourself having a conversation. What are you talking about? Now say goodbye to this person. Let him or her go.

Take a moment for yourself. Feel yourself as that seventy-year-old person. Get a sense of how you like to spend you time when you are by yourself. What are the things you like to do? What are some things you don't like about your life? Are there things that trouble you or worry you? If you had one wish, what would you wish for?

# ASSIGNMENT SHEET #2

Now let that seventy-year-old person be an image in the mirror with you watching. And as you do that, let the image fade. Let it be replaced by an image of yourself as you are now. Let yourself get a sense of what you learned from this journey through time, from these other images of you at different ages. Take a moment to appreciate your life so far. And to appreciate where it's going, and how you might like to be at different ages in your life. Think for a moment about other people in your life now who are different ages or generations than you.

Then when you feel ready, let all of that go. Begin to bring your attention back to the room where we are now. Do that by remembering some of the colors in the room. Be aware of the place where you are sitting or lying. Remember the other people here in the room with you. You might want to move your hands and your feet a bit. And then when you are ready, gently and slowly open your eyes and be back here.

## ASSIGNMENT SHEET #2

A. Describe in detail your image of yourself as ten years old.

B. Describe in detail your image of yourself as forty years old.

C. Describe in detail your image of yourself as seventy years old.

D. How might people at these ages differ?

E. How might people at these ages be similar?

## ASSIGNMENT SHEET #2

F. Do you think that it would be fun to be seventy years old?____________________

1. What would you like about being seventy years old?____________________

   ________________________________________________

   ________________________________________________

2. What would you not like about being seventy years old?____________________

   ________________________________________________

   ________________________________________________

G. What age would you most like to be?__________Why?____________________

________________________________________________

________________________________________________

H. What age would you least like to be?__________Why?____________________

________________________________________________

________________________________________________

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MF - 179-D

# AGING
## UNIT IV

## ASSIGNMENT SHEET #3 — COMPARE THE DIFFERENT LIFE-STYLES OF OLDER ADULTS

NAME ______________________________ SCORE ____________

Life-styles of older adults living independently and those living in care centers differ a great deal. Many older adults are comfortable and quite happy living in a center where they are given round-the-clock care; whereas, others are determined to live out their lives doing for themselves as much as possible.

Compare life-styles of older adults by completing the following exercise. Interview an older adult who lives independently and an older adult who lives in a care center. Use the following questions as a guide. You may wish to add others in the space provided.

A. Independent life-style

1. What was your occupation before retiring?

   ______________________________________________

   ______________________________________________

2. What are the advantages of this style of living?

   ______________________________________________

   ______________________________________________

   ______________________________________________

3. What are the disadvantages of this style of living?

   ______________________________________________

   ______________________________________________

   ______________________________________________

4. Why did you choose this living arrangement?

   ______________________________________________

   ______________________________________________

   ______________________________________________

## ASSIGNMENT SHEET #3

5. Additional questions

B. Care center life-style

1. What was your occupation before retiring?

2. What are the advantages of this style of living?

3. What are the disadvantages of this style of living?

4. Why did you choose this living arrangement?

## ASSIGNMENT SHEET #3

5. Additional questions

C. Which life-style do you hope to choose when you become an older adult?

Explain your answer.

MF - 183-D

## AGING
## UNIT IV

## ASSIGNMENT SHEET #4 — GATHER INFORMATION ABOUT WORKING WITH OLDER ADULTS

NAME ______________________________ SCORE ______________

With the increase of the proportion of older adults in the population, there will be a greater need for people to work with older adults.

Gather information from a person who works with older adults. Interview a nursing home employee, a senior citizens center director, a social services worker, or another person who works with older adults. Use the following questions as a guide.

A. What kind of education or special training does your job require?

______________________________________________

______________________________________________

B. What type of work experience is required for your job?

______________________________________________

______________________________________________

C. Do you need any special interpersonal skills in your job? If so, please explain.

______________________________________________

______________________________________________

______________________________________________

D. Do the political issues surrounding older adults (Social Security legislation, Medicare) affect your job in any way? If so, how?

______________________________________________

______________________________________________

E. Have your attitudes changed since you began working with the elderly? If so, how?

______________________________________________

______________________________________________

F. What are the rewards and frustrations of working with the elderly?

______________________________________________

______________________________________________

# AGING
## UNIT IV

## ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #1 — Completed to the satisfaction of the instructor

Assignment Sheet #2 — Completed to the satisfaction of the instructor

Assignment Sheet #3 — Completed to the satisfaction of the instructor

Assignment Sheet #4 — Completed to the satisfaction of the instructor

# AGING
## UNIT IV

## TEST

NAME ______________________________ SCORE ____________

1. Match terms associated with aging to their correct definitions. Write the correct numbers in the blanks.

______a. Plan that uses state and federal funds to pay medical expenses for needy people of all ages

______b. Plan that uses Social Security system to provide medical benefits to older adults

______c. Mental impairment characterized by confusion and loss of memory

______d. Fictitious story or unscientific account

______e. Process of growing old

1. Medicare
2. Aging
3. Medicaid
4. Senility
5. Myth

2. Match stages of aging to their correct age spans. Write the correct numbers in the blanks.

______a. Birth to one year

______b. One to three years

______c. Three to six years

______d. Six to twelve years

______e. Twelve to seventeen years

______f. Seventeen to twenty-five years

______g. Twenty-five to fifty-five years

______h. Fifty-five to seventy-five years

______i. Seventy-five years and over

1. Preschool-age
2. Old age
3. Early maturity
4. Infancy
5. Late maturity
6. Adolescence
7. School-age
8. Maturity
9. Toddler

## TEST

3. State reasons for an increase in the proportion of older adults in the United States population.

a. ______________________________

b. ______________________________

c. ______________________________

4. Select from the following list myths about older adults. Write an "X" in the blank before each myth.

_____a. People over sixty-five years old are not productive

_____b. Getting old requires adjustment

_____c. Sexual interest disappears with age

_____d. All older adults become senile

_____e. Aging and illness go hand in hand

_____f. Physical health is a major factor in determining an older person's well-being

_____g. Older adults become stubborn and dependent

_____h. Older adults are productive members of society

5. Distinguish between physical and mental changes that occur during the aging process. Write an "P" in the blank before each physical change and an "M" in the blank before each mental change.

_____a. Reaction time increases

_____b. Short-term memory declines, while long-term memory remains unharmed

_____c. Respiratory system slows

_____d. Senility may occur

_____e. Bones become more brittle

_____f. Learning process slows

_____g. Response time increases

TEST

_____h. Sensory perception becomes less accurate

_____i. Digestive system becomes more sensitive

_____j. Reproductive ability ceases or declines

6. Discuss common fears of older adults.

   a. Being poor and a burden — ______________________________

   ______________________________

   ______________________________

   b. Experiencing change and uncertainty — ______________________________

   ______________________________

   ______________________________

   c. Being old and ill — ______________________________

   ______________________________

   ______________________________

   d. Losing identity and human dignity — ______________________________

   ______________________________

   ______________________________

   e. Receiving poor care and abuse — ______________________________

   ______________________________

   ______________________________

   f. Losing mate and friends — ______________________________

   ______________________________

   ______________________________

   g. Being a crime victim — ______________________________

   ______________________________

   ______________________________

## TEST

7. List four types of living facilities available to older adults

a. ____________________________________________

b. ____________________________________________

c. ____________________________________________

d. ____________________________________________

8. Select from the following list resources that help older adults maintain their independence. Write an "X" in the blank before each correct answer.

______a. Meals-on-Wheels

______b. National Senior Citizens Committee

______c. Federal Aging Commission

______d. Home health care aides

______e. County health department visiting nurses

______f. Senior citizens groups

9. Match to their correct descriptions personal qualities needed by persons who work with older adults. Write the correct numbers in the blanks.

______a. Ability to work slowly with a person who takes a little longer in performing routine tasks

______b. Ability to understand that each person has the right to be different and to avoid being judgmental of a person who has a different life-style

______c. Ability to be there when needed

______d. Ability to be able to hug and touch when it is needed; ability to sit down and listen when a person needs to talk

______e. Ability to assess a person's needs and to initiate methods for providing for these needs

1. Responsibility
2. Warmth and love
3. Patience
4. Resourcefulness
5. Tolerance

# TEST

(NOTE: Test questions 10-13 list the assignment sheets. They are an important part of this test. If they have not been completed, check with the instructor.)

10. Evaluate positive and negative portrayals of older adults.

11. Relate to different stages of aging.

12. Compare the different life-styles of older adults.

13. Gather information about working with older adults.

## AGING
## UNIT IV

## ANSWERS TO TEST

(NOTE: It may be helpful to use your blank test to make a test key. The points designated in parentheses are intended to be guidelines and should be adapted to meet the needs of each teaching/learning situation. The point total is 200.)

1. (10 points)

    a. 3

    b. 1

    c. 4

    d. 5

    e. 2

2. (18 points)

    a. 4

    b. 9

    c. 1

    d. 7

    e. 6

    f. 3

    g. 8

    h. 5

    i. 2

3. (9 points)

    a. Decrease in immigration

    b. Increased life expectancy

    c. Decline in birth rate

4. (15 points)

    a, c, d, e, g

## ANSWERS TO TEST

5. (20 points)

| | | | |
|---|---|---|---|
| a. | P | f. | M |
| b. | M | g. | M |
| c. | P | h. | P |
| d. | M | i. | P |
| e. | P | j. | P |

6. (22 points)

Discussion should include the following

a. Being poor and a burden
    1. Being unable to pay for the cost of care in later years
    2. Having to move in with a family member

b. Experiencing change and uncertainty
    1. Moving into new environments; leaving loved ones
    2. Redefining roles and life-styles
    3. Losing control of their lives

c. Being old and ill
    1. Experiencing changes that bring on chronic, debilitating conditions
    2. Experiencing illnesses or injuries that cause helplessness and inability to care for themselves

d. Loosing identify and human dignity
    1. Becoming just one of the mass, a number instead of a name
    2. Losing privacy by being grouped in homes with semiprivate living quarters

e. Receiving poor care and abuse
    1. Being sent to a nursing home in which residents are neglected or abused
    2. Being sent to a nursing home or extended care facility to die

## ANSWERS TO TEST

f. Losing mate and friends
    1. Being alone after mate or friends begin to die
    2. Losing the will to live after loss of mate or friends

g. Being a crime victim
    1. Being involved in money swindling schemes designed by con men and women
    2. Having to withdraw from society because of vulnerability to and fear of violent crimes such as rape, robbery, and murder

7. (4 points)

Answer should include any four of the following

a. Own home
b. Relative's home
c. Retirement home, village, or center
d. Nursing home
e. Extended care facility

8. (12 points)

a, d, e, f

9. (10 points)

| | | | |
|---|---|---|---|
| a. | 3 | d. | 2 |
| b. | 5 | e. | 4 |
| c. | 1 | | |

10. Completed to the satisfaction of the instructor (25 points)

11. Completed to the satisfaction of the instructor (20 points)

## ANSWERS TO TEST

12. Completed to the satisfaction of the instructor (20 points)

13. Completed to the satisfaction of the instructor (15 points)

# DEATH AND DYING
## UNIT V

### UNIT OBJECTIVE

After completing this unit, the student should be able to discuss the reactions to death, explore emotions concerning death, and help others cope with death. The student will show this knowledge by completing assignment sheets and unit test with a minimum score of 85 percent.

### SPECIFIC OBJECTIVES

After completing this unit, the student should be able to

1. Match terms associated with death and dying to their correct definitions.
2. Select from a list guidelines to help people cope with a terminal illness.
3. Match stages in dealing with the reality of death to their correct descriptions.
4. Select from a list advantages of a hospice program.
5. State the legal aspects of death.
6. Discuss common reactions of the bereaved.
7. List the stages of mourning.
8. Select from a list guidelines for handling personal grief.
9. Select from a list guidelines for helping friends who are bereaved.
10. Select from a list guidelines for discussing death with children.
11. State guidelines for funeral etiquette.
12. Evaluate personal feelings about death.
13. Explore emotions about death.
14. Suggest ways to help children cope with death.

## DEATH AND DYING
## UNIT V

## SUGGESTED ACTIVITIES

I. Unit contents

   A. Objective sheet

   B. Suggested activities

   C. Information sheet

   D. Assignment sheets

      1. Assignment Sheet #1 — Evaluate Personal Feelings About Death

      2. Assignment Sheet #2 — Explore Emotions About Death

      3. Assignment Sheet #3 — Suggest Ways to Help Children Cope with Death

   E. Answers to assignment sheets

   F. Test

   G. Answers to test

II. Instructor's guide

   A. Order materials to supplement unit.

      1. Children's books

         a. Coburn, John B. *Anne and the Sand Dobbies: A Story About Death for Children and Parents.* New York: The Seabury Press, 1964.

         b. Conley, Bruce H. *Butterflies, Grandpa, and Me.* Elburn, Illinois: Thum Printing, 1976.

         c. Grollman, Earl A. *Talking About Death.* Boston: Beacon Press, 1970.

         d. Harris, Audrey. *Why Did He Die?* Minneapolis: Lerner Publications, 1965.

         e. Miles, Miska. *Annie and the Old One.* Boston: Little, Brown and Company, 1971.

## SUGGESTED ACTIVITIES

   f. Smith, Doris Buchanan. *A Taste of Blackberries*, New York: Thomas Y. Crowell Co., 1973.

   g. Zolotow, Charlotte. *My Grandson Lew*. New York: Harper and Row, 1974.

2. Booklet — *Talking with Young Children About Death* by Fred Rogers. Available from Family Communications, 4802 Fifth Avenue, Pittsburgh, Pennsylvania 15213.

3. Filmstrip teaching kits

   a. "Dimensions of Death." Includes 10 color, 35 mm filmstrips and cassettes, approximately 21 minutes in length; Educational Perspectives Associates, 1976. Available from Educational Perspectives Associates, P.O. Box 213, Dekalb, Illinois 60115.

   b. "Perspectives on Death." Includes two color, 35 mm filmstrips and cassettes, approximately 26 minutes in length and two cassette tape programs approximately 20 minutes in length; Educational Perspectives Associates, 1972. Available from Educational Perspectives Associates, P.O. Box 213, Dakalb, Illinois 60115.

   c. "Understanding Death". Includes four color, 35 mm filmstrips and cassettes, approximately 12 to 15 minutes in length; Educational Perspectives Associates, 1974. Available from Educational Perspectives Associates, P.O. Box 213, Dakalb, Illinois 60115.

4. Film — *The Magic Moth*. Color, 16 mm, 22 minutes, Centron Educational Films, 1976. Available from Centron Educational Films, Box 687, 1621 West 9th Street, Lawrence, Kansas 66044.

   (NOTE: This film about a family of two parents and five children focuses on six-year-old Mark-O, who voices many important questions about the death of his sister.)

5. Pamphlets

   a. "Children and Death," 1981.

   b. "Questions and Answers on Anatomical Gifts," 1981.

   c. "Yes! Go to the Funeral, Some Suggestions on What to Do and Say," 1981.

   d. "Hospice: A Manual of Concern, Cooperation, and Care," 1981.

## SUGGESTED ACTIVITIES

e. "Facts About Embalming," 1979.

f. "Considerations Concerning Cremation," 1981.

(NOTE: The above pamphlets are available from National Funeral Directors Association, Inc., 135 West Wells Street, Milwaukee, Wisconsin 53203.)

g. No. 542 — "A Death in the Family" by Elizabeth Ogg, 1982.

h. No. 485 — "The Dying Person and the Family" by Nancy Doyle, 1982.

(NOTE: The above pamphlets are available from Public Affairs Pamphlets, 381 Park Avenue South, New York, New York 10016.)

B. Introduce unit by helping students have a realistic view of death.

(NOTE: Teacher should preface unit by saying that he or she does not know how recently anyone in the class has had to deal with death and hopes that this unit does not make anyone feel uncomfortable.)

SUGGESTIONS:

- Ask questions to stimulate the discussion

  EXAMPLES: Do you feel differently when a child dies than when an older person dies?

  How does your family relate to death?

  Do you feel differently when a person dies suddenly than when a person dies following a lengthy illness?

  Do you feel differently when a close relative or someone you know well dies than when a casual acquaintance or someone you know only by name dies?

- Use filmstrips from the "Dimensions of Death" series. Discuss the development concepts from the series.

- Allow students the opportunity to share their personal experiences with death if they wish.

- Allow students to discuss death from an impersonal standpoint by having them discuss a recent movie, television show, or book that involves death.

## SUGGESTED ACTIVITIES

- Allow students to take a field trip to a cemetery. Have students discuss the different ages at which the people have died. Relate to the students that death can occur at any age.
- Allow students to discuss death from a personal standpoint if they wish by asking them to share information about a death that has occurred in their own family.
- Point out that society has an inability to deal with death realistically.

EXAMPLES: Instead of saying someone has died, people may say that they have "passed away" or that they have gone to the "great beyond."

Death has been removed from the daily scene. Usually death occurs away from the home in a hospital or nursing home.

C. Provide students with objective sheet.

D. Discuss unit and specific objectives.

E. Provide students with information and assignment sheets.

F. Discuss information and assignment sheets.

1. Discuss terms and definitions by relating them to the information throughout the unit. Use Section I of the Information Sheet.
2. Help students develop skills that would be used to comfort a terminally ill person. Use Sections II through IV of the Information Sheet and Assignment Sheet #1.

SUGGESTIONS:

- Invite a panel of persons (e.g. nurse, clergy, gerontologist, hospital chaplain) to discuss the stages of dying and ways to relate to a person with a terminal illness.
- Use Public Affairs pamphlets to help students relate to a terminally ill person.
- Invite a coordinator of a hospice program. Ask coordinator to share information about the care that is provided for the terminally ill person.
- Use pamphlet, "Hospice: A Manual of Concern, Cooperation, and Care."
- When discussing Assignment Sheet #1, stress the importance when relating to the terminally ill of dealing with the student's own feelings about death.

## SUGGESTED ACTIVITIES

3. Discuss the legal aspects of death. Use Section V of Information Sheet.

   SUGGESTIONS:

   - Invite a funeral director to share information about his or her job and what generally occurs when a person dies.
   - Use pamphlets, "Facts About Embalming" and "Considerations Concerning Cremation."
   - Discuss euthanasia.

4. Help students explore common reactions to death. Use Section VI of Information Sheet and Assignment Sheet #2.

   SUGGESTIONS:

   - When discussing Section VI of the Information Sheet, relate the reactions to death as being somewhat similar to those felt when any type of loss occurs. Point out that reactions to death are of a much greater magnitude.
   - Explain that the purpose of Assignment Sheet #2 is to help students understand their own emotions related to death as a preparation for helping others cope with death.
   - Have students read obituaries describing the deaths of people from a variety of age groups.
   - Have students compose and write an inscription for their own headstone.
   - Explain that some people donate organs or their entire bodies to science because they feel they are contributing to the future. In Oklahoma, their driver's licenses indicate whether they wish to be ogran donors.

## SUGGESTED ACTIVITIES

5. Relate to the students the importance of the mourning process. Use Section VII of Information Sheet.

SUGGESTIONS:

- Discuss how people can react during each stage.

EXAMPLES: Wilma was in shock when she found out about the death of her sister. Her first reaction was that it was not true. Her violent outburst of crying and screaming left her dazed and exhausted. She spent the next few days unable to eat. Her friends and husband spent a lot of time giving her support and affection during her first shocked reaction to death.

After Jim Baker's funeral, his wife seemed to withdraw. She had intense pain and feelings of loss. She tried to sleep, but her sleep was broken by many dreams of Jim. She had many nightmares from which she would awake crying. The loss of her husband sent her into a wave of despair and sadness.

Mr. Janson began to recover from his grief when he could think about his daughter without pain. He got pleasure from remembering how much he loved his daughter. He became closer to his other children, telling them how much he loved them. He was now able to have much pleasure from looking at her pictures and high school scrapbook. Mr. Janson was able to accept his daughter's death, and he was able to live a normal life.

6. Discuss guidelines for handling grief. Use Section VIII of Information Sheet. Ask students questions to stimulate their thinking.

EXAMPLES: Ask students to determine for whom people grieve in death; do they grieve for the deceased or themselves?

Whom does a dying person grieve for? (Death separates that person from family and friends.)

Why is it important for people to grieve?

In what ways does the grief process vary with different people?

## SUGGESTED ACTIVITIES

7. Discuss ways to comfort the bereaved. Use Section IX of Information Sheet.

   SUGGESTIONS:

   - Emphasize to the students that the bereaved are greatly comforted if they just know that someone is there in case there is a need.
   - Use pamphlet, "Yes! Go to the Funeral: Some Suggestions on What to Say."
   - Suggest that students ask someone who they know has completed all the stages of the mourning process, to share information about the comfort of knowing that friends care.

8. Point out special care that should be taken when discussing death with children. Use Section X of Information Sheet and Assignment Sheet #3.

   SUGGESTIONS:

   - Show filmstrip series, "Understanding Death."
   - Refer to pamphlets, "Children and Death" and "Talking with Young Children About Death."
   - Ask the librarian or a preschool or kindergarten teacher for assistance in obtaining books that explain death to children; have these books available for students to use while completing Assignment Sheet #2.

III. Unit references

A. Doyle, Nancy. *The Dying Person and the Family.* New York: Public Affairs Committee, Inc., 1982.

B. Glosson, Linda. *Family Living and Parenthood.* Lubbock, Texas: Texas Tech University, 1981.

C. Ogg, Elizabeth. *A Death in the Family.* New York: Public Affairs Committee, Inc., 1982.

D. Rogers, Helen. *Practical Nursing II,* rev. by Jamee Reid. Stillwater, Oklahoma: Oklahoma State Department of Vocational and Technical Education/ Curriculum and Instructional Materials Center, 1983.

E. Ryder, Verdene. *Contemporary Living.* South Holland, Illinois: Goodheart-Willcox Company, Inc., 1979.

## SUGGESTED ACTIVITIES

F. Sasse, Connie R. *Person to Person.* Peoria, Illinois: Chas. A. Bennett Co., Inc., 1978.

G. Sasse, Connie R. *Person to Person Student Guide.* Peoria, Illinois: Chas. A. Bennett Co., Inc., 1978.

H. Sasse, Connie R. *Person to Person Teacher's Guide.* Peoria, Illinois: Chas. A. Bennett Co., Inc., 1978.

# DEATH AND DYING
## UNIT V

## INFORMATION SHEET

I. Terms and definitions

A. Hospice — Health care approach that allows the dying person to be in familiar surroundings when death comes; dying person may stay in a designated section of the hospital or at home with professional care

B. Funeral — Ceremony during which relatives, friends, and associates pay their respects and comfort the family; body is present at the service

C. Memorial service — Ceremony during which relatives, friends, and associates pay their respects and comfort the family; body is not present at the service

D. Obituary — Notice of someone's death, as in a newspaper, usually with a brief biography

E. Terminal illness — Condition that because of its nature can be expected to cause the patient to die; usually a chronic disease for which there is no known cure

F. Medical examiner -- Physician who is specially trained to investigate a death if there is a suspicion of suicide or homicide

G. Grief — Emotional reaction that follows the loss of something

(NOTE: The loss of a grade, loss of a job, loss of a love, or loss of a loved one through divorce or death can all cause grief.)

H. Mourn — To feel or express sorrow after a loss

I. Bereaved — Survivor of a deceased person

J. Death — Total cessation of brain function

K. Embalming — Disinfection and preservation of a dead human body

L. Autopsy — Examination of a dead human body for the purpose of determining the cause of death

II. Guidelines to help people cope with a terminal illness

A. Understand the person's reactions of anger and hostility toward people who are healthy

B. Be available when the person needs you

## INFORMATION SHEET

C. Take time to listen to the person and create opportunities for communication

D. Say nothing that you would not want the ill person to hear

(NOTE: One should avoid whispering. Often a person unable to speak or move can still hear.)

E. Focus on the present

(NOTE: One should help the person make the most of each day.)

F. Allow the ill person to set the pace of your relationship

(NOTE: Throughout the grieving process, a terminally ill person will react in many different ways and will have many different needs; being available and understanding the person's reactions will help meet those needs.)

III. Stages in dealing with the reality of death

(NOTE: Knowledge of these stages can help families, friends, and medical personnel understand what the dying person is experiencing. The stages may occur in any order. A person may go through these same stages when experiencing a loss other than death. These stages were identified by Dr. Elisabeth Kubler-Ross, who has done much research with dying patients.)

A. Denial — Occurs when a patient first learns that he or she is terminally ill

(NOTE: The denial stage is important. The dying person says, "No, not me." This stage helps cushion the impact of the patient's awareness that death is inevitable.)

B. Anger — Occurs when patient has resentment for those who will remain healthy and alive

(NOTE: There may be anger with God or others for causing the death or causing the suffering felt by the survivors.)

C. Bargaining — Occurs when the patient accepts the fate of death but tries to get more time

(NOTE: The patient may "bargain" with God for more time. He or she will often promise to be good if granted more time. Many times there is a special family event such as a wedding or graduation that they use in bargaining.)

## INFORMATION SHEET

D. Depression — Occurs when patient expresses grief over past losses, things not done, and wrongs committed

(NOTE: During this stage, the patient feels sadness for the family.)

E. Acceptance — Occurs when patient knows death is close and is ready for it

(NOTE: During this stage, the patient is neither happy nor unhappy. It is simply the acceptance of reality.)

IV. Advantages of a hospice program

A. Atmosphere has a homey feeling

(NOTE: If person stays in the hospice center at a hospital, the person may personalize his or her room to give it a homey atmosphere.)

B. Family can visit and stay with terminally ill person at all times

C. Family members can learn to give care under the supervision of health professionals

D. Hospice is usually less expensive than a conventional hospital

E. Hospice staff tries to keep dying person from all pain, both physical and emotional

F. Patient has more control of care than in a conventional hospital

G. Patient may have choice to die at home with support of hospice staff

V. Legal aspects of death

(NOTE: Some laws will differ from state to state.)

A. Certificate of death must be issued

(NOTE: The death certificate is issued by the funeral director or medical examiner. Death certificates, like birth certificates, are filed at the state department of vital statistics.)

B. Embalming may be required under certain circumstances

EXAMPLES: If death occurs from a contagious disease, if body is transferred across state line

C. Autopsy may be required by medical examiner to determine cause of death

(NOTE: An autopsy may be performed for medical research with permission from the family.)

## INFORMATION SHEET

VI. Common reactions of the bereaved

(NOTE: There are as many reactions to death as there are individual people.)

A. Physical

1. Numbness of body parts

   (NOTE: Bereaved persons often remember that if pins were stuck into their bodies, that the pain would go unnoticed.)

2. Pain and tightness in the throat

   (NOTE: Pain and tightness in throat often result from holding back emotions or having cried a great deal.)

3. Difficulty with eating and sleeping

   (NOTE: Some people remember that food neither sounded, smelled, nor tasted good.)

4. Physical fatigue

B. Emotional

1. Guilt

   (NOTE: The guilt feelings may result from thinking that everything possible was not done to save the dying person's life. Guilt feelings can result if an argument occurred with the deceased just before he or she died; the survivors may feel guilty about injuries inflicted or apologies not made. Survivors can feel guilty just from being alive.)

2. Anger and hostility toward others

   (NOTE: Sometimes the survivors may blame the medical staff that was in charge of the care for the deceased.)

3. Anger toward the dead person

   (NOTE: The survivors will sometimes feel deserted by the deceased.)

4. Relief or joy

   (NOTE: Relief or joy may result after the death of a person who has suffered for a long period of time or from a very painful illness.)

## INFORMATION SHEET

VII. Stages of mourning

(NOTE: People cope with grief through the mourning process.)

A. Shock

(NOTE: This stage usually occurs between the death and the final arrangements. In some cases of terminal patients, family members may suffer shock when first informed of the illness.)

B. Intense pain and feelings of loss

(NOTE: This stage of mourning lasts up to two or three months in most people. This stage of mourning is often treated as a weakness or a self-indulgence. However, grief is a psychological need that must be expressed if the person is to make a healthy adjustment to death.)

C. Acceptance and pleasant memories of the deceased

(NOTE: During this stage memories of the deceased should bring joy and pleasure rather than pain or grief.)

VIII. Guidelines for handling personal grief

(NOTE: The death of a loved one is painful. When someone dies, thoughts of what might have been enter the minds of the survivors. Holiday seasons may be especially painful for this reason.)

A. Try to recognize the full reality of the death

EXAMPLES: Viewing the body and discussing the death with friends can help bring about acceptance of the loss.

Attending the wake, funeral, memorial, or graveside service can provide formal recognition of the death and allow the bereaved to get on with the grieving process.

B. Allow time to work through the grief

EXAMPLE: Delay any major decisions until you are thinking clearly and have sought out proper advice.

C. Accept the help of friends and relatives

D. Talk out your grief and cry

(NOTE: These are normal behaviors, and there should be no shame.)

## INFORMATION SHEET

E. Remember the good times that were shared with the deceased

(NOTE: This will help the survivors understand that the grief is worth the time.)

F. Try to avoid unnecessary or long-term feelings of guilt

IX. Guidelines for helping friends who are bereaved

(NOTE: Most people respond to others' plights and want to help. Unfortunately, the highly responsible and delicate job of helping others with emotional problems often appeals particularly to those who have many problems of their own. It takes special skills and understanding to help someone in grief.)

A. Get in touch

EXAMPLES: Write, call, or visit the bereaved

(NOTE: Friends should ask when they can see the bereaved. Just being there and available is important.)

B. Do not take the lead

(NOTE: Let the bereaved person set the pace and the tone.)

C. Share your feelings

(NOTE: Express your sympathy. Be aware of the importance of gestures and nonverbal communication. Sometimes a touch or a facial expression can be much more helpful than words.)

D. Avoid overinvolvement

(NOTE: Allow bereaved persons to do as much for themselves as they feel like doing.)

E. Do not cite examples from your own life and your experiences

(NOTE: Others' experiences sometimes make the person feel unable to handle his or her own feelings, or play down what the bereaved is experiencing.)

F. Suggest community resources

EXAMPLES: Teacher, school counselor, minister, funeral director, close adult friends

## INFORMATION SHEET

X. Guidelines for discussing death with children

A. Use the correct words

EXAMPLES: *Dead, death, buried*

B. Be careful not to overload the child's mind with too much information at one time

(NOTE: Answer specific questions individually, simply, and honestly, with much love and understanding.)

C. Use explanations that are consistent with the family's religious beliefs

D. Allow the child to vent his or her emotions

(NOTE: The child should be allowed to cry and share emotions with other family members.)

E. Allow the child to talk freely and ask his or her own questions

F. Use true statements when explaining the situation

(NOTE: Say "Daddy has died; although we will miss him, we can remember the good times that we had together.")

XI. Guidelines for funeral etiquette

A. Choose conservative clothing

(NOTE: Dark, solid colors are more appropriate than brighter prints.)

B. Share feelings with family members

(NOTE: It may not be necessary to say anything; the family may feel comforted just by your presence. It is all right to cry.)

C. Do not attend private services unless you were related to the deceased or specifically invited

(NOTE: Most wakes, funerals, memorial services, and graveside services are not private.)

# DEATH AND DYING
## UNIT V

## ASSIGNMENT SHEET #1 — EVALUATE PERSONAL FEELINGS ABOUT DEATH

NAME ____________________ SCORE ____________

Americans are both surrounded by and isolated from death. On one hand, newspapers, television, and radio report deaths from accidents, illness, murder, famine, flood, and war. However, most people do not have regular contact with death.

Describe your feelings about death by completing the following exercise. Circle the answer that best describes your feelings.

A. How often do you think about your own death?

Very frequently (at least once a day)

Frequently

Occasionally

Rarely (no more than once a year)

Very rarely or never

B. What does death mean to you?

The end; the final process of life

The beginning of a life after death; a transition, a new beginning

A joining of the spirit with a universal cosmic consciousness

A kind of endless sleep; rest and peace

Termination of this life but with survival of the spirit

Don't know

C. What aspect of your own death is the most distasteful to you?

I could no longer have any experiences

I am afraid of what might happen to my body after death

I am uncertain as to what might happen to me if there is a life after death

It would cause grief to my relatives and friends

All my plans and projects would come to an end

The process of dying might be painful

## ASSIGNMENT SHEET #1

D. When you think of your own death (or circumstances make you realize your own mortality), how do you feel?

Fearful

Discouraged

Depressed

Purposeless

Resolved, in relation to life

Pleased at being alive

E. If you had a choice, what kind of death would you prefer?

Tragic, violent death

Sudden, but not violent death

Quiet, dignified death

Death in a line of duty

Death after a great achievement

Suicide

Death by homicide

There is no "appropriate" kind of death

F. The sight of a dead body is

Horrifying to me

Natural

Pleasant

Unsettling

## ASSIGNMENT SHEET #1

G. When has a member of your family, a close relative, or a very close friend died?

Within the past year

Within the past two years

Within the past five years

Over five years ago

Never

H. What are your thoughts about funerals?

Feel that they are very important for the bereaved

Tend to feel they are valuable

Am uncertain or undecided

Definitely do not believe in them

I. When you were a small child, how was death talked about in your family?

Openly

Guardedly

Among the adults

Not talked about

Cannot remember

J. How often have you been in a situation in which you seriously thought you might die?

Never

Once or twice

Several times

Many times

K. How do you think your attitudes about death were developed? ____________________

____________________________________________________________

____________________________________________________________

____________________________________________________________

# DEATH AND DYING
## UNIT V

## ASSIGNMENT SHEET #2 — EXPLORE EMOTIONS ABOUT DEATH

NAME ________________________ SCORE ____________

Most people find the thought of their own death very frightening. As a result, the majority try to avoid thinking about the possibility of their own deaths, yet every person must eventually die. To avoid thinking about your own death is to avoid facing an event that ultimately will happen.

Explore emotions about death by completing the following exercise.

PART I

A. Write a statement of no more than fifty words about death.

EXAMPLES: Explain how you feel about your dying, or how you feel about another person's dying.

B. What emotions about death does your statement reveal?

## ASSIGNMENT SHEET #2

C. Did you find it easy or hard to write your statement? ______________________________

Explain your answer. ____________________________________________________________

________________________________________________________________________________

________________________________________________________________________________

________________________________________________________________________________

________________________________________________________________________________

### PART II

Reading an obituary or death notice helps people feel the reality of death.

A. Provide information for your own obituary.

__________________________________________________________________, age ________

died yesterday from (cause and manner) ____________________________________________

________________________________________________________________________________

(He or She) is survived by _________________________________________________________

________________________________________________________________________________

________________________________________________________________________________

At the time of death, (he or she) was working on becoming _______________________

________________________________________________________________________________

(He or She) made contributions in the area of ______________________________________

________________________________________________________________________________

________________________________________________________________________________

________________________________________________________________________________

(He or She) will be honored for ____________________________________________________

________________________________________________________________________________

(He or She) always hoped __________________________________________________________

________________________________________________________________________________

## ASSIGNMENT SHEET #2

The body will be ______________________________

______________________________

______________________________

B. Was completing the obituary easier or harder than writing about death from Part I of this assignment? ______________________________

Explain your answer. ______________________________

______________________________

C. Does your obituary provide an accurate reflection of your life? ______________________________

______________________________

Explain your answer. ______________________________

______________________________

______________________________

### PART III

Former Secretary-General of the United Nations, Dag Hammarskjöld made the following statement concerning death: "Do not seek death. Death will find you. But seek the road which makes death a fulfillment."

A. Describe your emotional reactions to Mr. Hammarskjöld's comment.

______________________________

______________________________

______________________________

______________________________

B. What do you think is meant by ". . . seek the road which makes death a fulfillment"?

______________________________

______________________________

______________________________

______________________________

## ASSIGNMENT SHEET #2

C. How could death be considered a "fulfillment of life"? ____________________

____________________

____________________

____________________

____________________

D. What future plans have you made that might set you on the "road which makes death a fulfillment of life"? ____________________

____________________

____________________

____________________

## DEATH AND DYING
## UNIT V

## ASSIGNMENT SHEET #3 — SUGGEST WAYS TO HELP CHILDREN COPE WITH DEATH

NAME ________________________________________ SCORE ________________

How each of us reacts to death is affected by the accumulation of loss-related experiences we have had in our lifetime. It is very important to be open and honest when dealing with children and death. It is important for children to express their feelings; and adults need to be patient, supportive, and loving during this time of sorrow.

Adults should use every appropriate opportunity to discuss death with children.

EXAMPLES: Read children's books that discuss death.

Discuss television shows or movies that involve death.

Discuss the dying of a pet.

(NOTE: Answer any questions truthfully that the children may have.)

Suggest ways to help children cope with death by completing the following questions.

PART I

Suggest two books that would help children cope with death. Answer the questions that follow.

A. Book #1

Title ________________________________________________________________

Author ______________________________________________________________

Summary of book _____________________________________________________

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

Do you think the book does a good job of explaining death to children?

_____________________________________________________________________

Explain your answer. _________________________________________________

_____________________________________________________________________

## ASSIGNMENT SHEET #3

B. Book #2

Title ______________________________

Author ______________________________

Summary of book ______________________________

______________________________

______________________________

______________________________

______________________________

Do you think the book does a good job of explaining death to children?

______________________________

Explain your answer. ______________________________

______________________________

### PART II

Choose a partner and respond to the following situations. Discuss your responses with other class members.

A. Situation #1

Dottie's favorite plant is dying, and she is concerned about what will happen to it.

Your response. ______________________________

______________________________

______________________________

______________________________

______________________________

## ASSIGNMENT SHEET #3

B. Situation #2

Jennifer's pet bird died, and she wants to know why.

Your response. ____________________

C. Situation #3

Billy's eighty-eight-year-old grandmother died in the hospital, and he wants to know if all people die when they go to the hospital.

Your response. ____________________

D. Situation #4

Cindy's little brother Sammy just died, and Cindy wants to know when she will die.

Your response. ____________________

## DEATH AND DYING
## UNIT V

### ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #1 — Completed to the satisfaction of the instructor

Assignment Sheet #2 — Completed to the satisfaction of the instructor

Assignment Sheet #3 — Completed to the satisfaction of the instructor

## DEATH AND DYING
## UNIT V

## TEST

NAME ________________________________ SCORE ______________

1. Match terms associated with death and dying to their correct definitions. Write the correct numbers in the blanks.

_____a. Notice of someone's death, as in a newspaper, usually with a brief biography

_____b. Ceremony during which relatives, friends, and associates pay their respects and comfort the family; body is not present at the service

_____c. Emotional reaction that follows the loss of something

_____d. Health care approach that allows the dying person to be in familiar surroundings when death comes; dying person may stay in a designated section of the hospital or at home with professional care

_____e. Physician who is specially trained to investigate a death if there is a suspicion of suicide or homicide

_____f. To feel or express sorrow after a loss

_____g. Ceremony during which relatives, friends, and associates pay their respects and comfort the family; body is present at the service

_____h. Condition that because of its nature can be expected to cause the patient to die; usually a chronic disease for which there is no known cure

_____i. Survivor of a deceased person

_____j. Disinfection and preservation of a dead human body

_____k. Total cessation of brain function

_____l. Examination of a dead human body for the purpose of determining the cause of death

1. Grief
2. Memorial service
3. Terminal illness
4. Bereaved
5. Obituary
6. Funeral
7. Medical examiner
8. Mourn
9. Hospice
10. Death
11. Autopsy
12. Embalming

## TEST

2. Select from the following list guidelines to help people cope with a terminal illness. Write an "X" in the blank before each correct answer.

______a. Be available when the person needs you

______b. Spend as little time as possible with the ill person

______c. Take time to listen to the person and create opportunities for communication

______d. Understand the person's reactions of anger and hostility toward people who are healthy

______e. Allow the ill person to set the pace of your relationship

______f. Ingore the ill person's needs

______g. Focus on the present

______h. Do not allow the ill person to show anger

______i. Tell the ill person about how hard life has been on you

______j. Say nothing that you would not want the ill person to hear

3. Match stages in dealing with the reality of death to their correct descriptions. Write the correct numbers in the blanks.

______a. Occurs when patient knows death is close and is ready for it

______b. Occurs when a patient first learns that he or she is terminally ill

______c. Occurs when patient has resentment for those who will remain healthy and alive

______d. Occurs when the patient accepts the fate of death but tries to get more time

______e. Occurs when patient expresses grief over past losses, things not done, and wrongs committed

1. Anger
2. Bargaining
3. Acceptance
4. Depression
5. Denial

## TEST

4. Select from the following list advantages of a hospice program. Write an "X" in the blank before each correct answer.

    _____a. Hospice programs are readily available

    _____b. Hospice is usually less expensive than a conventional hospital

    _____c. Atmosphere has a homey feeling

    _____d. Adequate medical care is not available

    _____e. Hospice staff tries to keep dying person from all pain, both physical and emotional

    _____f. Hospice takes the person from familiar surroundings

    _____g. Patient has more control of care than in a conventional hospital

    _____h. Family can visit and stay with terminally ill person at all times

    _____i. Hospice program is a burden on the family

    _____j. Family members can learn to give care under the supervision of health professionals

    _____k. Patient may have choice to die at home with support of hospice staff

5. State the legal aspects of death.

    a. ____________________

    b. ____________________

    c. ____________________

6. Discuss common reactions of the bereaved.

    a. Physical — ____________________

    ____________________

    ____________________

    ____________________

    b. Emotional — ____________________

    ____________________

    ____________________

    ____________________

## TEST

7. List the stages of mourning.

a. ______________________________

b. ______________________________

c. ______________________________

8. Select from the following list guidelines for handling personal grief. Write an "X" in the blank before each correct answer.

______a. Talk out your grief and cry

______b. Try to recognize the full reality of the death

______c. Keep dead person's room as it was when he or she was living

______d. Expect to overcome grief in two months

______e. Accept the help of friends and relatives

______f. Try to avoid unnecessary or long-term feelings of guilt

______g. Allow time to work through the grief

______h. Make major decisions right away

______i. Talk about the dead person often so that others will remember

______j. Remember the good times that were shared with the deceased

9. Select from the following list guidelines for helping friends who are bereaved. Write an "X' in the blank before each correct answer.

______a. Tell the bereaved that you know how they feel

______b. Tell the bereaved not to worry

______c. Do not take the lead

______d. Avoid overinvolvement

______e. Tell the bereaved that they will be better soon

______f. Tell the bereaved to be strong

______g. Get in touch

______h. Do not cite examples from your own life and your experiences

______i. Share your feelings

______j. Suggest community resources

## TEST

10. Select from the following list guidelines discussing death with children. Write an "X" in the blank before each correct answer.

_____a. Allow the child to talk freely and ask his or her own questions

_____b. Use the correct words

_____c. Tell the child that the dead person has gone on a long journey

_____d. Use explanations that are consistent with the family's religious beliefs

_____e. Tell the child to act like a "big person"

_____f. Allow the child to vent his or her emotions

_____g. Be careful not to overload the child's mind with too much information at one time

_____h. Use true statements when explaining the situation

_____i. Do not encourage the child to attend the funeral

11. State guidelines for funeral etiquette.

a. ______________________________________________

b. ______________________________________________

c. ______________________________________________

(NOTE: Test questions 12-14 list the assignment sheets. They are an important part of this test. If they have not been completed, check with your instructor.)

12. Evaluate personal feelings about death.

13. Explore emotions about death.

14. Suggest ways to help children cope with death.

# DEATH AND DYING
# UNIT V

## ANSWERS TO TEST

(NOTE: It may be helpful to use your blank test to make a test key. The point system designated in parentheses is intended to be a guideline and should be adapted to meet the needs of each teaching/learning process. The point total is 200.)

1. (24 points)

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| a. | 5 | d. | 9 | g. | 6 | j. | 12 |
| b. | 2 | e. | 7 | h. | 3 | k. | 10 |
| c. | 1 | f. | 8 | i. | 4 | l. | 11 |

2. (20 points)

a, c, d, e, g, j

3. (10 points)

| | | | |
|---|---|---|---|
| a. | 3 | d. | 2 |
| b. | 5 | e. | 4 |
| c. | 1 | | |

4. (11 points)

b, c, e, g, h, j, k

5. (9 points)

a. Certificate of death must be issued

b. Enbalming may be required under certain circumstances

c. Autopsy may be required by medical examiner to determine cause of death

## ANSWERS TO TEST

6. (10 points)

   Discussion should include the following

   a. Physical

      1) Numbness of body parts

      2) Pain and tightness in the throat

      3) Difficulty with eating and sleeping

      4) Physical fatigue

   b. Emotional

      1) Guilt

      2) Anger and hostility toward others

      3) Anger toward the dead person

      4) Relief or joy

7. (3 points)

   a. Shock

   b. Intense pain and feelings of loss

   c. Acceptance and pleasant memories of the deceased

8. (20 points)

   a, b, e, f, g, j

9. (20 points)

   c, d, g, h, i, j

10. (18 points)

    a, b, d, f, g, h

## ANSWERS TO TEST

11. (10 points)

    a. Choose conservative clothing

    b. Share feelings with family members

    c. Do not attend private services unless you were related to the deceased or spe[illegible]cally invited

12. Evaluated to the satisfaction of the instructor (11 points)

13. Evaluated to the satisfaction of the instructor (20 points)

14. Evaluated to the satisfaction of the instructor (14 points)